

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

New Orleans College Prep special education programs adhere to the philosophy that all students are entitled to the individualized supports necessary to maximize his/her potential. We empower teachers and students to achieve excellence in all aspects of our scholar's social-emotional, behavioral, and academic lives. We work diligently to provide quality pk-12 education that prepares all students to enter and excel in rigorous, post-secondary outcomes.

Through collaborative efforts with staff, families and community partners, we are committed to the following:

- Acknowledging the needs of diverse learners through inclusive practices and specialized instruction.
- Implementing evidence-based practices and instruction as outlined on Individualized Education Programs (IEP's).
- Encouraging students and families to advocate for their support needs.
- Creating a safe climate for student learning and development.
- Collaborating with community supports to improve and increase parent/family-school involvement.
- Working towards rigorous post-secondary options that prioritize self-determination for every student regardless of exceptionality.

- Ensuring legal and ethical guidelines for special education services are implemented with fidelity.

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

School Leader of Special Education Programming; Contact Information	Ms. Nicole Mayeux nmayeux@nolacollegeprep.org 504-500-7944 (phone) 504-285-9980 (fax)
CMO Leader of Special Education Programming; Contact Information (if different)	Dr. Michael Vance mvince@nolacollegeprep.org 504-330-6943 (phone) 504-617-7200 (fax)

C. Data Snapshots

2017-18 enrollment rate of students with disabilities served by the school	18.2%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	21.5%
2016-17 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	Director of Special Education/Student Services
Response to Intervention Overview	<p>CCP has Response to intervention teams for both behavior and academic concerns set up with each of the grade teams. After tier one and tier two interventions have been put into place, grade teams have referred students not making adequate progress to a formal RTI team that includes members of the administration, the special education coordinator, and a school social worker as necessary. After a third tier of intervention is completed and the student has not made adequate progress the student has been referred for evaluation.</p> <p>Examples of universal screeners: Measures of Academic Progress (8th to 11th grade) LEAP 2025 Tests LEAP 360 Interims Schoolrunner behavioral data Student Risk Screening Scale</p> <p>Examples of reading interventions: Achieve 3000 Reading Intervention classes Push in support in English classes Hybridge by Compass Learning</p> <p>Examples of math interventions: Hybridge by Compass Learning Introductory Math classes Push in support in math classes</p> <p>Examples of behavior interventions: School-wide Positive Behavior Interventions and Supports Check-In/Check-Out Individual and Group Counseling Youth Empowerment Project Mentorship Functional Behavior Assessments Behavior Plans</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC team: Pupil Appraisal Member (e.g., school psychologist, educational diagnostician, etc.) School Principal Classroom teacher Speech therapist (as needed)</p>

	<p>Special Education Coordinator</p> <p>Example engagements with parents: Review screening and/or intervention data Discuss sufficient/insufficient progress Review teacher/parent referrals</p> <p>NOCP encourages parent attendance and participation in all meetings, and does so through written parent invitations, phone calls, texts, etc.</p> <p>Parental permission is obtained for any screenings and/or evaluations, where permission is required.</p> <p>Per Louisiana Bulletin 1508, parent permission is not required prior to reviewing existing data as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.</p> <p>Example decisions SBLC team can make: Further action is not required at this time. Continue current intervention(s) and progress monitor through the RtI process. Conduct additional intervention(s) through the RtI process. Refer the student to the appropriate committee to conduct a 504 evaluation/plan. Refer the student to Pupil Appraisal for support services. Refer the student to Pupil Appraisal for an evaluation.</p>
Appraisal Team	<p>Members of appraisal team: Pupil Appraisal Member(s) (e.g., school psychologist, educational diagnostician, etc.) General Education Teacher Other contracted personnel/staff members, as needed (e.g., OT, PT, speech, APE, School Social Worker)</p> <p>Example engagements with parents: SBLC Meetings IEP Meetings Eligibility Determination Meetings Family Interviews</p> <p>Following a comprehensive evaluation and staffing, an appraisal team can determine:</p> <ol style="list-style-type: none"> 1. The student may be classified with an exceptionality, as outlined in Louisiana Bulletin 1508. The educational needs of the student

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	<p>are identified in the evaluation and special education services may be recommended. If parents accept services, educational needs will be documented on the IEP.</p> <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 services (e.g., Section 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: 7 # Paraprofessionals: 12 # Academic Interventionists: 1 ELA Interventionist Examples of curricula: Unique Curriculum</p>
Speech/language	0.5 FTE Speech Therapist
Audiology	When audiology services are needed, we contract out with a provider.
Counseling (mental health and other therapies)	2 Qualified School Social Workers
Occupational therapy	One contracted Occupational Therapist
Physical therapy	One contracted Physical Therapist
Health/Nursing services	One full-time school nurse School-based Health Center
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations are available to students: Students are provided with any accessibility accommodations outlined on IEP's (e.g., paper-based testing, word processors, etc.). One contracted interpreter provides translation services for NOCP, as needed.</p> <p>School accessibility: -All restroom/classroom/multipurpose spaces are accessible -Street and sidewalks are accessible from the front entry and bus drop point -Students with special needs can be issued an elevator key to access 2nd and 3rd floor.</p> <p>If not currently providing service, plan to deliver service in future: If orientation and mobility services are needed, they will be provided by our current contractor, Lighthouse for the Blind.</p>
Adaptive physical education	One contracted Adapted Physical Education instructor
Specialized Transportation	School bus and van from a contracted carrier
Assistive Technology	Examples of supports: One assistive technology contractor provides services for students who require significant AT devices as part of their

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	Individualized Education Program. In addition, when needed, we consult with the Louisiana Assistive Technology Institute (LATI) to sample new devices and receive best practices instruction around implementation.
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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	NA	NA	NA
6 – 8	NA	NA	NA
9/T9 – 12	<ul style="list-style-type: none"> - Inclusion or push-in support in Core-4 classes by special education teachers, paraeducators and general education teachers. - Accommodations, behavior support and IEP goal tracking are provided and support access to the general education curriculum. 	<ul style="list-style-type: none"> - Specialized instruction in a resource setting with a special education teachers, and paraeducator support. - Special education teachers modify general education lesson plans or create unique lesson plans to support IEP goal instruction and data tracking. 	<ul style="list-style-type: none"> - Specialized instruction in a highly differentiated self-contained setting with special education teachers and paraeducator support. - Students who take the LAA1 assessment receive instruction aligned to Louisiana’s Connector Standards and participate in coursework to prepare them to receive a LAA-1 Career Diploma whenever possible. - Teachers provide interventions and instruction around student IEP goals; behavior and/or academic IEP goal tracking occurs daily
Description of extended school year services:	Identification: Teachers receive Extended School Year training each school year. All ESY decisions are data-based and meet the requirements specified		

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	<p>in Bulletin 1530, Section 705 (e.g., Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) for ESY services. ESY deadlines are set early enough in quarter 4, to allow the development of an ESY IEP, with parent participation.</p> <p>Delivery: If ESY services are required, our network will have two sites: PK-8 and 9-12. Services would coincide with other summer school programming taking place at each site, with certified special education teachers delivering IEP minutes and instruction.</p>
<p>Description of specialized program(s):</p>	<p>Criteria for participation: The ACCE Transition Program serves students who have more significant cognitive disabilities (students who participate in the LAA-1 assessment) and who are not on track for a traditional core four diploma.</p> <p>Delivery: ACCE is a transition-focused program aimed at finding and securing rigorous post-secondary opportunities for all students prior to their exit from high school. Program highlights include frequent community-based instruction, highly differentiated classroom instruction, low student-teacher ratios, and paid student internships. Students completing this program will receive a High School Diploma (LAA-1 Career Diploma) and exit prepared for employment and increased adult independence.</p> <p>Other: Students who need support outside of what is provided in the self-contained setting are reviewed on an individualized basis by the IEP team. After reviewing, the team problem-solves to determine the best programming and setting to meet at student’s needs. Unique ways in which we’ve provided additional support in the past include, but are not limited to 1:1 paraeducators, modified schedules, the addition of assistive technology devices (e.g., voice output device, text-to-speech software), adding related services (e.g., social work services, speech therapy, etc.).</p> <p>Homebound services are provided when that setting best meets the needs of the student.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: Center for Restorative Approaches Youth Empowerment Project (mentoring, tutoring and student support) Louisiana Rehabilitative Services (finding and securing post-secondary opportunities) Metropolitan Human Services (finding and securing post-secondary opportunities) Institute of Women and Ethnic Studies (provides guidance and resources for disability-inclusive sexual health instruction)</p>
<p>Other out-of-school instruction and supports (e.g. special school,</p>	<p>NOCP schools are committed to working with each student’s IEP team to determine the best placement to meet student needs and in the least restrictive environment. Should a student require additional supports, we</p>

<p>therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)</p>	<p>leverage community partnerships and work with families to ensure an appropriate placement. Examples of this include, but are not limited to homebound instruction, specialized schools or a therapeutic/hospital setting. NOCP will collaborate with the family and individuals from the alternative setting (e.g., juvenile detention, hospital) to determine the most effective and efficient way to provide the student's services, as outlined on the IEP.</p>
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