

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 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.
- 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	Dr. Michael Vance mvance@nolacollegeprep.org 504-330-6943 504-617-7200
CMO Leader of Special Education Programming; Contact Information (if different)	Dr. Kelli Jordan kjordan@nolacollegeprep.org 504-913-6177 (phone) 504-617-7200 (fax)

C. Data Snapshots	
2015-16 enrollment rate of students with disabilities served by the school	20.2%
2014-15 in school and out of school suspension rate of students with disabilities served by the school	40.2%
2014-15 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	Certified School Psychologist

<p>Response to Intervention Overview</p>	<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 to our school’s Director of Evaluation and Assessment.</p> <p>*RTI systems are currently being revamped, with the support of TIERS through their contract with the LDOE.</p> <p>Examples of universal screeners: Measures of Academic Progress (8th to 11th grade) ANET (2-8 Benchmark Exams) EOC benchmarks Schoolrunner behavioral data Strengths and Difficulties Questionnaire (SDQ)</p> <p>Examples of reading interventions: Hybridge by Compass Learning Achieve 3000</p> <p>Examples of math interventions: Hybridge by Compass Learning</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 Assessment (FBA) Behavior Intervention Plan (BIP)</p>
<p>School Building Level Committee (SBLC)</p>	<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>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>
<p>Appraisal Team</p>	<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 are identified in the evaluation and special education services may be recommended. If parents accept services, educational needs will be documented on the IEP. 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></p>	
<p>Specialized Instruction</p>	<p># Special Education Teachers: 7 # Paraprofessionals: 6 # Academic Interventionists: N/A</p>

	Examples of curricula: Unique Curriculum
Speech/language	0.50 FTE speech therapist
Audiology	One contracted Audiologist (NOCP), if needed.
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)	Describe accessibility accommodations that 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. 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. 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.
Adaptive physical education	# On staff or contracted from external provider: One contracted APE instructor.
Specialized Transportation	Methods of transportation: School bus and van (contracted services)
Assistive Technology	Examples of supports: One assistive technology contractor provides services for students who require significant AT devices as part of their 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.

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	N/A	N/A	N/A
6 – 7	N/A	N/A	N/A
8 – 12	- Inclusion or push-in support in Core-4 classes by special	- Specialized instruction in a resource setting	- Specialized instruction in a self-contained setting

	<p>education teachers, paraeducators and general education teachers.</p> <ul style="list-style-type: none"> - Accommodations, behavior support and IEP goal tracking are provided and support access to the general education curriculum. 	<p>with a special education teachers, and paraeducator support.</p> <ul style="list-style-type: none"> - Special education teachers modify general education lesson plans or create unique lesson plans to support IEP goal instruction and data tracking. 	<p>with special education teachers and paraeducator support.</p> <ul style="list-style-type: none"> - Students who take the LAA1 assessment receive instruction aligned to Louisiana’s Extended Standards, or as part of transition plans students work on life skills to prepare them for post-secondary options. - Teachers provide interventions and instruction around student IEP goals; behavior and/or academic IEP goal tracking occurs daily.
<p>Description of extended school year services:</p>	<p>Identification: Teachers receive Extended School Year training each school year. All ESY decisions are data-based and meet the requirements specified 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: Transition program for students who have more significant cognitive disabilities and not on track for a traditional core four diploma.</p> <p>Delivery: Transition based program focusing on outside partnerships with LRS and Goodwill industries aimed at finding and securing rigorous post-secondary opportunities for all students prior to their exit from high school.</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</p>		

	<p>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: Youth Empowerment Project (mentoring, tutoring and student support) Louisiana Rehabilitative Services (finding and securing post-secondary opportunities) Goodwill Industries (finding and securing post-secondary opportunities) Our Voice Nuestra Voz (OVNV)</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: Homebound: When required, services are provided in the community setting by a certified special education teacher.</p> <p>If not currently providing service, plan to deliver service in future: If a student required placement in an alternative setting (e.g., hospital, therapeutic setting, special school, juvenile detention facility), NOCP will collaborate with the parent and individuals from the alternative setting to determine the most effective and efficient way to provide services outlined on the IEP to the student.</p>