

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

Morris Jeff Community school provides special education and related services according to the federal mandates of the Individual with Disabilities Act and the regulations of the state of Louisiana. The Individual with Disabilities Education Act (IDEA) of 2004 ensures that all eligible children with a disability who are in need of special education receive a free appropriate public education. IDEA mandates that eligible students receive individualized instruction specially designed to meet the unique needs of the learner. To the maximum extent appropriate, children with disabilities, including children in public or other educational facilities, are to be educated with children who are not disabled. In addition, to the maximum extent appropriate, children with disabilities are to participate with non-disabled peers in both non-academic and extracurricular activities. Unless the individualized education program for the child with disabilities requires some other arrangement, the child is to be educated in the school that they would attend if they were not disabled.

At Morris Jeff Community School all students with disabilities are a part of their grade homeroom class community. Students are provided a continuum of services as per their IEP. Services are provided both inside the classroom and/or in other settings as required by their IEP. The philosophy of MJCS is to ensure that every student with a disability is a part of their grade level, classroom, and school community.

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

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| School Leader of Special Education Programming; Contact Information | Patricia Perkins 504-373-6258 |
| CMO Leader of Special Education Programming; Contact Information (if different) | Patricia Perkins 504-373-6258 |

C. Data Snapshots

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| 2017-18 enrollment rate of students with disabilities served by the school | 14.8% |
| 2016-17 in school and out of school suspension rate of students with disabilities served by the school | 9.6% |
| 2016-17 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

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| <i>Appraisal/Evaluation</i> | |
| Main point of contact if a parent would like to request an evaluation | Patricia Perkins 504-373-6258 |

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| <p>Response to Intervention Overview</p> | <p>Examples of universal screeners:</p> <ul style="list-style-type: none"> • STAR Math and Reading • STEP • BASC3 • Review of behavior referrals and classroom management data <p>Examples of reading interventions:</p> <ul style="list-style-type: none"> • LLI • Lexia • Read Naturally • Achieve 3000 • Visualizing Verbalizing • Wilson <p>Examples of math interventions:</p> <ul style="list-style-type: none"> • KeyMath • Pirate Math • ST Math • Number Rockets <p>Examples of behavior interventions:</p> <ul style="list-style-type: none"> • Check in/out • Behavior Tracker • Social Skills groups • Second Step |
| <p>School Building Level Committee (SBLC)</p> | <p>Members of the SBLC team:</p> <ul style="list-style-type: none"> • RtI Coordinator • Reading Interventionist • Math Interventionist • General Education Teacher • School Counselor • PBIS Coordinator • Special Education Department representation • Speech Therapist (as needed) • Occupational Therapist (as needed) <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • Letter regarding interventions on a quarterly basis • Invitation to RtI meetings (as needed) <p>Example decisions SBLC team can make:</p> <ul style="list-style-type: none"> • Movement through RtI Tiers • Intervention programming and progress monitoring decisions • Special Education Referral • 504 Referral |
| <p>Appraisal Team</p> | <p>Members of appraisal team:</p> <ul style="list-style-type: none"> • Educational Diagnostician • General Education teacher • Special Education Director • Special Education Teacher • Parent |

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| | <ul style="list-style-type: none"> • Psychologist (as needed) • Counselor (as needed) • Related Services (as needed) • Teaching assistants (as needed) • PBIS Coordinator (as needed) • Academic interventionists (as needed) <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • Phone call with parents regarding concerns • Invitation to meeting via letter and/or email • In-Person Parent Meeting <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> • Evaluation decisions regarding special education or 504 • Classify student with an exceptionality and the education needs of the student are identified and documented on the IEP • Student not classified with exceptionality under IDEA: the student may then be referred back to SAT/RtI for consideration of other potential services (e.g. 504 Accommodation Plan, tiered academic and/or behavioral supports). |
| <i>Instructional and Related Services Provision and Staffing</i> | |
| Specialized Instruction | <p># Special Education Teachers: 8 # Paraprofessionals: 7 # Academic Interventionists: 6</p> <p>Examples of curricula:</p> <ul style="list-style-type: none"> • Failure Free Reading • Life Skills • LLI • Lexia • Read Naturally • Achieve 3000 • Visualizing Verbalizing • Wilson • KeyMath • Pirate Math • ST Math • Number Rockets • SuperFlex • Second Step • Coping Cat • ART • IXL |
| Speech/language | <p># On staff or contracted from external provider: 1.5 If not currently providing service, plan to deliver service in future:</p> |
| Audiology | <p># On staff or contracted from external provider: If not currently providing service, plan to deliver service in future: We plan to contract with New Orleans Speech and Hearing or other agency if a need for an audiologist should arise.</p> |

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| Counseling (mental health and other therapies) | # On staff or contracted from external provider: 4 If not currently providing service, plan to deliver service in future: |
| Occupational therapy | # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: |
| Physical therapy | # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: |
| Health/Nursing services | # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: |
| Orientation and mobility services and accessibility (including interpreting services) | Describe accessibility accommodations are available to students: New building that is ADA compliant # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: |
| Adaptive physical education | # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: |
| Specialized Transportation | Methods of transportation: Contracted Service If not currently providing service, plan to deliver service in future: |
| Assistive Technology | Examples of supports: <ul style="list-style-type: none"> • Computers • Touch Screens • Sensory Equipment • Adaptive tools • Hi-Lo Tech communications devices • Adaptive furniture • LATI supports |

| 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 | | | |
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| <i>School-based Supports (in-school)</i> | | | |
| | Description of Supports within Inclusion | Description of Supports within Resource | Description of Supports within Self-Contained |
| At MJCS we provide a continuum of services. The supports we have available in each of these various settings are available to all special education students all the time regardless of setting. Although a student's placement may change the supports they need will be provided to them based on what they need per their IEP, not solely based on the location/setting of the services. | | | |
| PK – 5 | <ul style="list-style-type: none"> • Special education teachers • Shared planning time • Small groups • Individual instruction • Technology • Modification of work/standards • Accommodations • Personalized learning programs | <ul style="list-style-type: none"> • Special education teachers • Shared planning time • Small groups • Individual instruction • Technology • Modification of work/standards • Accommodations • Personalized learning programs | <ul style="list-style-type: none"> • Special education teachers • Shared planning time • Small groups • Individual instruction • Technology • Modification of work/standards • Accommodations • Personalized learning programs |

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| 6 – 9 | <ul style="list-style-type: none"> • Special education teachers • Shared planning time • Small groups • Individual instruction • Technology • Modification of work/standards • Accommodations • Personalized learning programs | <ul style="list-style-type: none"> • Special education teachers • Shared planning time • Small groups • Individual instruction • Technology • Modification of work/standards • Accommodations • Personalized learning programs | <ul style="list-style-type: none"> • Special education teachers • Shared planning time • Small groups • Individual instruction • Technology • Modification of work/standards • Accommodations • Personalized learning programs |
| T9 – 12 | Grades not serviced | Grades not serviced | Grades not serviced |
| Description of extended school year services: | <p>Identification: Morris Jeff Community school identifies students in need of ESY services according the guidelines in Bulletin 1872. (e.g. Regression Recoupment, Critical Point of Instruction, and Special Circumstances)</p> <p>Delivery: MJCS provides services as outlined on each student’s ESY IEP; this typically includes special instruction and related services as determined by the IEP team.</p> | | |
| Description of specialized program(s): | <p>Criteria for participation: MJCS determines participation based on information and data collection and analysis. Participation is based on individual student needs per their IEP.</p> <p>Delivery: MJCS accesses a continuum of services that includes regular setting, resource setting, separate setting, separate school and homebound services.</p> | | |
| <i>Community-based Supports (out-of-school)</i> | | | |
| Key Partnerships | <p>Partner and services provided:</p> <ul style="list-style-type: none"> • MJFP – family partnership • Lighthouse for the Blind – VI services • LSUHSC – RtI support and LASARD support • Family Services – mental behavioral health • Community in Schools – Counseling support • NSNO – Leadership support • Childhood and Family Learning Foundation - Psychologist | | |
| Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or | <p>Methods of instruction and service delivery:</p> <ul style="list-style-type: none"> • Therapeutic Day Programs • Hospital Homebound Services • Before/After school programs • Extracurricular sports and clubs | | |

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| <p>homebound setting, juvenile detention facility, etc.)</p> | <ul style="list-style-type: none">• Special School• Juvenile detention facility <p>Students are provided services and instruction as determined by the student's IEP and separate setting instructional staff. Students placed on Homebound services received a minimum of 4 hours of core academic instruction in addition to requirements according to their IEP services/related services. Students receive both direct services and homework assignments/projects/work packets to be completed. Students may also participate in online instructional programming. Students may receive related service supports, assistive technology and communication supports.</p> <p>If not currently providing service, plan to deliver service in future:</p> |
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