

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

C. Data Snapshots	
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		
Appraisal/Evaluation		
Main point of contact if a	Patricia Perkins	
parent would like to	504-373-6258	
request an evaluation		



Response to Intervention	Examples of universal screeners:		
Overview	STAR Math and Reading		
	STEP		
	BASC3		
	Review of behavior referrals and classroom management data  Examples of reading interventions:		
	Examples of reading interventions:  • LLI		
	LEI     Lexia		
	Read Naturally		
	Read Naturally     Achieve 3000		
	Visualizing Verbalizing     Wilson		
	Wilson  Francisco of moth interventions:		
	Examples of math interventions:		
	KeyMath     Birate Math		
	Pirate Math     The Hamiltonian Company		
	ST Math		
	Number Rockets  Figure 1 - 2 - 4 habitan interpretation as the second of the seco		
	Examples of behavior interventions:		
	Check in/out		
	Behavior Tracker      Secret Cliffornia		
	Social Skills groups		
	Second Step		
School Building Level	Members of the SBLC team:		
Committee (SBLC)	Rtl Coordinator		
	Reading Interventionist		
	Math Interventionist     Cananal Education Teacher		
	General Education Teacher     General Constants		
	School Counselor		
	PBIS Coordinator		
	Special Education Department representation		
	Speech Therapist (as needed)		
	Occupational Therapist (as needed)		
	Example engagements with parents:		
	Letter regarding interventions on a quarterly basis		
	Invitation to RtI meetings (as needed)		
	Example decisions SBLC team can make:		
	Movement through Rtl Tiers		
	Intervention programming and progress monitoring decisions		
	Special Education Referral		
Accessor	• 504 Referral		
Appraisal Team	Members of appraisal team:		
	Educational Diagnostician		
	General Education teacher		
	Special Education Director		
	Special Education Teacher		
	Parent		

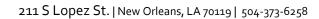


	Psychologist (as needed)		
	Counselor (as needed)		
	<ul> <li>Related Services (as needed)</li> </ul>		
	<ul> <li>Teaching assistants (as needed)</li> </ul>		
	PBIS Coordinator (as needed)		
	Academic interventionists (as needed)		
	Example engagements with parents:		
	Phone call with parents regarding concerns		
	Invitation to meeting via letter and/or email		
	In-Person Parent Meeting		
	Example decisions appraisal team can make:		
	Evaluation decisions regarding special education or 504		
	<ul> <li>Classify student with an exceptionality and the education needs of</li> </ul>		
	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).		
In	structional and Related Services Provision and Staffing		
Specialized Instruction	# Special Education Teachers: 8		
Specialized motivation	# Paraprofessionals: 7		
	# Academic Interventionists: 6		
	Examples of curricula:		
	Failure Free Reading		
	Life Skills		
	• LLI		
	• Lexia		
	Read Naturally		
	Achieve 3000		
	<ul><li>Visualizing Verbalizing</li><li>Wilson</li></ul>		
	KeyMath     Rights Math		
	Pirate Math     ST Math		
	ST Math		
	Number Rockets		
	SuperFlex		
	Second Step		
	Coping Cat		
	• ART		
	• IXL		
Speech/language	# On staff or contracted from external provider: 1.5		
	If not currently providing service, plan to deliver service in future:		
Audiology	# 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.		



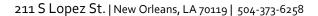
Courseling (mountal	# On staff or contracted from outernal provider.		
Counseling (mental	# On staff or contracted from external provider: 4		
health and other	If not currently providing service, plan to deliver service in future:		
therapies)			
Occupational therapy	# On staff or contracted from external 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	Describe accessibility accommodations are available to students:		
services and accessibility	New building that is ADA compliant		
(including interpreting	# On staff or contracted from external provider: 1		
services)	If not currently providing service, plan to deliver service in future:		
Adaptive physical	# On staff or contracted from external provider: 1		
education	If not currently providing service, plan to deliver service in future:		
Specialized	Methods of transportation: Contracted Service		
Transportation	If not currently providing service, plan to deliver service in future:		
Assistive Technology	Examples of supports:		
	Computers		
	Touch Screens		
	Sensory Equipment		
	Adaptive tools		
	Hi-Lo Tech communications devices		
	Adaptive furniture		
	LATI supports		
	2		

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				
	•	ol-based Supports (in-school)		
	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> <li>Special education teachers</li> <li>Shared planning time</li> <li>Small groups</li> <li>Individual instruction</li> <li>Technology</li> <li>Modification of work/standards</li> <li>Accommodations</li> <li>Personalized learning programs</li> </ul>	<ul> <li>Special education teachers</li> <li>Shared planning time</li> <li>Small groups</li> <li>Individual instruction</li> <li>Technology</li> <li>Modification of work/standards</li> <li>Accommodations</li> <li>Personalized learning programs</li> </ul>	<ul> <li>Special education teachers</li> <li>Shared planning time</li> <li>Small groups</li> <li>Individual instruction</li> <li>Technology</li> <li>Modification of work/standards</li> <li>Accommodations</li> <li>Personalized learning programs</li> </ul>	





6-9	<ul> <li>teachers</li> <li>Shared  </li> <li>Small gr</li> <li>Individu</li> <li>Technol</li> <li>Modification</li> <li>work/st</li> <li>Accomm</li> </ul>	planning time roups al instruction ogy ation of andards nodations	<ul> <li>Special education teachers</li> <li>Shared planning time</li> <li>Small groups</li> <li>Individual instruction</li> <li>Technology</li> <li>Modification of work/standards</li> <li>Accommodations</li> <li>Personalized learning programs</li> </ul>	<ul> <li>Special education teachers</li> <li>Shared planning time</li> <li>Small groups</li> <li>Individual instruction</li> <li>Technology</li> <li>Modification of work/standards</li> <li>Accommodations</li> <li>Personalized learning programs</li> </ul>
T9 – 12	Grades not se	rviced	Grades not serviced	Grades not serviced
Description school year	n of extended r services:	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)  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.		
Description specialized	n of program(s):	Criteria for participation: MJCS determines participation based on information and data collection and analysis. Participation is based on individual student needs per their IEP.  Delivery: MJCS accesses a continuum of services that includes regular setting, resource setting, separate setting, separate school and homebound services.		
		Communit	tu hased Supports (out-of-school	1
Key Partne	Community-based Supports (out-of-school)  Key Partnerships  Partner and services provided:  MJFP – family partnership  Lighthouse for the Blind – VI services  LSUHSC – Rtl support and LASARD support  Family Services – mental behavioral health  Community in Schools – Counseling support  NSNO – Leadership support  Childhood and Family Learning Foundation - Psychologist		rt th ort	
instruction and supports (e.g. special school, therapeutic  • Therap • Hospit • Before		nstruction and service delivery: apeutic Day Programs ital Homebound Services re/After school programs curricular sports and clubs		





## homebound setting, juvenile detention facility, etc.)

- Special School
- Juvenile detention facility

Students are provided services and instruction as determined by the student's IEP and separate setting instructional staff. Students place 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.

If not currently providing service, plan to deliver service in future: