



# Opportunities Academy

PB v. White – Special Education Program Description

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

- OA’s mission is to redefine “college and career for all” by empowering students to build lives of independence, connection, and happiness.
- OA believes in person-centered planning for students with intellectual and developmental disabilities to succeed in rigorous post-secondary instruction, training and work experiences.
- Collegiate Academies (CA) schools believe in the unique potential of all diverse learners.
- Collegiate Academies (CA) schools design academic, social-emotional and functional programs and services that support all diverse learners toward success in their most rigorous post-secondary opportunities.
  - CA schools regularly collect and reflect on data to ensure that every student is making adequate growth on both short and long-term goals. Schools work to use this data to effectively collaborate with families and the IEP team.
  - CA schools work to provide a collaborative team of administrators, teachers and related service providers to ensure the creation and implementation of high-quality Individualized Education Plans (IEPs) for each individual student identified with a disability.
  - CA schools provide targeted Transition programming to support each student’s individualized career, independent living, and community access goals.
  - CA schools serve all students through the use of innovative programming.
  - CA schools have a robust related service team including multiple onsite mental health professionals, nursing services, speech and other related services to meet the unique needs of students as they progress toward achieving their goals.

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

School Leader of Special Education Programming; Contact Information	Stacy Conner SConner@collegiateacademies.org
CMO Leader of Special Education Programming; Contact Information (if different)	Stacie Kurtz skurtz@collegiateacademies.org

**C. Data Snapshots**

2020-21 enrollment rate of students with disabilities served by the school	100%
2019-20 in school and out of school suspension rate of students with disabilities served by the school	7%
2019-20 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0



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<b>D. Description of how pupil appraisal, special education, and related services are provided by the school</b>	
<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Katie Duym, Special Education Coordinator kduym@collegiateacademies.org
Response to Intervention Overview	<p><b>Examples of universal screeners:</b></p> <p><u>Reading Screeners:</u></p> <ul style="list-style-type: none"> <li>● NWEA MAP Reading Assessment</li> <li>● STEP Literacy Assessment</li> <li>● Dolch Sight words Assessment</li> </ul> <p><u>Math Screeners</u></p> <ul style="list-style-type: none"> <li>● <u>NWEA MAP Math Assessment</u></li> </ul> <p><u>Transition Skills Screener</u></p> <ul style="list-style-type: none"> <li>● OA Future Planning Inventory</li> <li>● OA Student Transition Screener Parts I-IV</li> <li>● OA Scope and Sequence</li> </ul> <p><u>Speech Language Screeners:</u></p> <ul style="list-style-type: none"> <li>● Oral &amp; Written Language Scales, 2<sup>nd</sup> Edition (OWLS-II) Assessment**</li> <li>● Functional Communication Profile               <ul style="list-style-type: none"> <li>○ **Screener not administered if parents do not consent</li> </ul> </li> </ul> <p><b>Examples of behavior interventions:</b></p> <p><u>Mental Health Interventions:</u></p> <ul style="list-style-type: none"> <li>● Individual Counseling</li> <li>● Targeted Group Counseling               <ul style="list-style-type: none"> <li>○ Groups target skill building that could include but are not limited to; anger management, motivation, anxiety, social skills, etc.</li> </ul> </li> <li>● Social Skills Small Group Lessons</li> </ul> <p><u>Tiered System of Behavior Supports:</u> <i>Every CA school has a continuum of behavioral supports that increase in intensity as the student’s level of need increases. These supports could include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>● Behavior Contracts with advisors and teachers</li> <li>● Check-In/Check-Out systems</li> </ul>



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	<ul style="list-style-type: none"> <li>• Functional Behavior Assessments (FBAs)</li> <li>• Individualized Behavior Intervention Plans (BIPs)</li> <li>• Teacher consultation with mental health professional to collaborate on appropriate behavior supports within the regular education classroom.</li> </ul>
<p>School Building Level Committee (SBLC)</p>	<p>N/A – Opportunities Academy is designed for students with disabilities; all enrolled students will already have an IEP</p>
<p>Appraisal Team</p>	<p><b>Members of appraisal team:</b></p> <p><u>Team members always present:</u></p> <ul style="list-style-type: none"> <li>• Evaluation Coordinator (full-time team member)</li> <li>• Program Director and/or Special Education Coordinator (both are full-time team members)</li> </ul> <p><u>Team members present as needed:</u></p> <ul style="list-style-type: none"> <li>• Speech Language Pathologist (full-time team member)</li> <li>• Social Worker/Counselor (contracted team member)</li> <li>• Nurse (contracted team member)</li> <li>• Occupational Therapist (full-time network team member)</li> <li>• Physical Therapist (full-time network team member)</li> <li>• Audiologist (contracted team member)</li> <li>• Orientation and Mobility (contracted team member)</li> <li>• Doctor (contracted team member)</li> </ul> <p><b>Example engagements with parents:</b>  CA schools believe that parents are important members of a student’s evaluation process. We believe that partnership with parents is central to this process and provide multiple access points for them to be meaningfully included.</p> <p>Parents are contacted at many points in the evaluation process:</p> <ol style="list-style-type: none"> <li>1. Parents participate as a part of the evaluation process, including being interviewed as a part of the evaluation.</li> <li>2. Parents are present at the time the evaluation is disseminated to the IEP team.</li> <li>3. Parents are invited and present at the IEP (30 days after evaluation dissemination) to incorporate the new evaluation into their student’s IEP</li> </ol> <p><b>Example decisions appraisal team can make:</b></p>



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	<ul style="list-style-type: none"> <li>• Student qualifies for disability under IDEA- initial identification for students to qualify for special education the first time.</li> <li>• Student no longer qualifies for disability under IDEA- student no longer meets requirements to receive special education services</li> <li>• Student needs a more (or less) restrictive environment to meet their educational, social emotional, and/or functional needs.</li> <li>• Student’s disability category has changed.</li> <li>• <b>All decisions are accompanied with recommendations by the evaluation team on next steps given any of the above decisions.</b></li> </ul>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p><b># Special Education Teachers: 9</b>  <b># Paraprofessionals/Job Coaches: 17</b></p> <p><b>Examples of Course Content:</b></p> <ul style="list-style-type: none"> <li>• Each OA student’s program is highly individualized and reflects backwards mapping from the student’s transition goals that are designed to push them to their highest levels of independence.</li> <li>• Students take courses in employment, independent living, and community access to build skills that are supplemented by aligned internship and externship opportunities where they receive hands-on experience generalizing the skills learned in the classroom.</li> </ul> <p>Success/mastery toward IEP goals and progress is returned to quarterly and reviewed to ensure student is making progress. If student is not making progress, families are notified via the IEP Progress Reporting process. This may trigger an IEP team meeting to explore a different and more effective way to ensure student progress, which may include a change in programming.</p>
Speech/language	<p><b># On staff or contracted from external provider:</b>          OA employs two full-time speech language pathologists and is supported by the full-time network speech language pathologist.</p> <p><b>If not currently providing service, plan to deliver service in future:</b>          n/a</p>
Audiology	<p><b># On staff or contracted from external provider:</b>          Collegiate Academies schools have a relationship with High Level Hearing and LSU Hearing and is able to create renewed contracts for Audiology services per individual student need.</p>



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	<p><b>If not currently providing service, plan to deliver service in future:</b> n/a</p>
Counseling (mental health and other therapies)	<p><b># On staff or contracted from external provider:</b> OA has one dedicated contract mental health provider with full-time mental health support on-site during the school day.</p> <p><b>If not currently providing service, plan to deliver service in future:</b> n/a</p>
Occupational therapy	<p><b># On staff or contracted from external provider:</b> Collegiate Academies has on staff one full-time Occupational Therapist shared between schools.</p> <p><b>If not currently providing service, plan to deliver service in future:</b> n/a</p>
Physical therapy	<p><b># On staff or contracted from external provider:</b> Collegiate Academies has on staff one full -time Physical Therapist shared between schools.</p> <p><b>If not currently providing service, plan to deliver service in future:</b> n/a</p>
Health/Nursing services	<p><b># On staff or contracted from external provider:</b> Collegiate Academies contracts part-time with a doctor to provide health and nursing services.</p> <p><b>If not currently providing service, plan to deliver service in future:</b> n/a</p>
Orientation and mobility services and accessibility (including interpreting services)	<p><b>Describe accessibility accommodations are available to students:</b> Orientation and mobility services at Collegiate Academies work to meet the need of individual students as defined by their IEP team, special education evaluation and further screenings. Some accommodations that can be made available to a student include; Braille, training with assistive technology, interpreting, etc.</p> <p><b># On staff or contracted from external provider:</b> Collegiate Academies contracts with an Orientation and Mobility provider as needed.</p> <p><b>If not currently providing service, plan to deliver service in future:</b> n/a</p>
Adaptive physical education	<p><b># On staff or contracted from external provider:</b></p>



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	<p>Collegiate Academies contracts with a part-time APE teacher shared between the schools.</p> <p><b>If not currently providing service, plan to deliver service in future:</b>          OA programming does not include Physical Education as part of the course offerings; therefore, APE generally is not offered. If the IEP team determined that a student would require APE services in a specific case, we would use the contracted shared network provider to deliver the instruction.</p>
Specialized Transportation	<p><b>Methods of transportation:</b>          Collegiate Academies’ contract with our transportation provider includes specialized transportation for students as outlined on their Individualized Education Plan (IEP).</p> <p><b>If not currently providing service, plan to deliver service in future:</b>          n/a</p>
Assistive Technology	<p><b>Examples of supports:</b></p> <p>Any student in a Collegiate Academies school can access appropriate assistive technology in a variety of ways to ensure they are maximally independent in their courses and life. Assistive Technology partners and providers include:</p> <ol style="list-style-type: none"> <li>1. CA has an active partnership with LATI to assist schools and students appropriately identify individual student assistive technology needs and resources.</li> <li>2. CA’s Speech Pathology department works to identify, outfit and train students on how to use meaningful and personalized Augmentative Communication Devices.</li> <li>3. CA contracts with Lighthouse for the blind to ensure any devices that specifically would assist students with vision and hearing based needs are appropriately identified and provided.</li> <li>4. CA’s Occupational Therapist works with families and the school to ensure all needed assistive technology is present to ensure effective participation in classroom curriculum.</li> </ol>
<p><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></p>	
<p style="text-align: center;"><i>School-based Supports (in-school)</i></p>	



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	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	n/a	n/a	n/a
9/T9 – 12	- Opportunities Academy Students are supported by teachers and job coaches during their inclusive community-based instruction, as appropriate, as well as during all on-campus internships. Less intensive differentiated supports are provided for externships, as needed. Every student has a Case Manager to assist with coordination and delivery of services across all settings. **	- As a post-secondary experience for students with intellectual and developmental disabilities, Opportunities Academy’s programming combines inclusive community-based experiences with classroom instruction designed to support students with disabilities exclusively. Therefore, there are no traditional resource settings.**	- Opportunities Academy provides self-contained program supports to serve the needs of students with more intense academic and/or social emotional needs to reach their IEP and individualized PATH transition goals.**
<p>**Opportunities Academy works to ensure that every student is in his or her least restrictive environment and constantly working toward his/her individualized pathway transition goals. OA works with the IEP team, including the family and student, to ensure that each student is participating in the programming that will most benefit every individual student’s pathway toward success. This does not always perfectly fit into the three categories listed above.</p>			
Description of extended school year services:		<p>OA is a year-round school with breaks that generally last no longer than 2 weeks at a time (though one break per year is 3 weeks long). Attendance is expected during the summer and all other school days as described in the academic calendar. Because breaks generally do not last more than 2 weeks, we expect that the need for Extended School Year (ESY) services should be rare. However, where a student demonstrates additional need for services during those breaks at outlined in their Individualized Education Plan (IEP), they will be screened using the appropriate eligibility criteria. If a student is determined eligible using IEP aligned eligibility criteria, the IEP team will generate an ESY IEP that outline the goals, services and timelines that defines the services a student will get during an extended break in instruction.</p>	
Description of specialized program(s):		<p>Opportunities Academy is a specialized program created to support students with intellectual and developmental disabilities develop career, community access, and independent living skills in a post-secondary setting. All goals are</p>	



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	<p>highly-individualized to support the specific needs and aspirations of the student.</p> <ul style="list-style-type: none"> <li>○ Supports in this program include courses and services that build transition skills to support students as they progress toward achieving their rigorous post-secondary goals.</li> <li>○ Scholars participate in targeted transition instruction and typically have an on-campus internship or off-campus externship to generalize employment skills.</li> <li>○ Assistive technology identification, education and supports that work toward independence are strategically addressed for students in need of devices.</li> <li>○ The teacher case managers and job coaches for OA work to provide holistic supports by regularly collaborating with the speech pathologist, mental health professional and other related service providers serving OA students.</li> <li>○ <i>Typical disability categories of students attending OA include mild-severe Intellectual Disability and Autism. <b>However, it is critical to note that Collegiate Academies schools do not place in programs based on disability category.</b></i></li> </ul>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p><b>Partner and services provided:</b></p> <p>Collegiate Academies partner with a number of agencies to ensure our students have the services they need. Some of the many critical partnerships include:</p> <ul style="list-style-type: none"> <li>○ Louisiana Rehabilitation Services</li> <li>○ Metropolitan Human Services District</li> <li>○ Mental Health Rehabilitation Agencies (differ based on student need).</li> <li>○ Families Helping Families</li> <li>○ Coordinated Systems of Care (CSOC) (depending on student need)</li> <li>○ Community-Based job sites (per individual student need.)</li> </ul>
<p>Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound</p>	<p><b>Methods of instruction and service delivery:</b></p> <p>If a student’s IEP team decides that a student needs a different or more restrictive environment, after exhausting all resources and internal specialized programming, homebound services and individualized community partnerships can be made to ensure student has supports and</p>





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<p>setting, juvenile detention facility, etc.)</p>	<p>services needed to progress towards post-secondary goals. All decisions like this are a part of the IEP and/or evaluation team.</p> <p>Collegiate Academies schools are committed to working with the larger community to ensure all students are provided with the supports and services they need to grow and meet their academic, social and functional goals. Additionally, Collegiate Academies is committed to maximizing all educational opportunities and supports within the context of our schools. In the instance that a student in one of our schools requires a special school, therapeutic setting, or hospital setting we leverage partnerships and collaborate with both private and public settings to ensure our students are placed in the most appropriate environment and setting. As all students at OA are 18 or older, if any were to be incarcerated, they would not be placed in a juvenile detention facility.</p> <p><b>If not currently providing service, plan to deliver service in future:</b> n/a</p>
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