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

- **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 rigorous post-high school options.**
  - CA schools regularly collect and reflect on data to ensure that every scholar 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 scholar identified with a disability.
  - CA schools provide targeted Transition programming to support each scholar's individualized transition goals toward their post-high school opportunities.
  - CA schools serve all scholars through the use of innovative programming. We have created a number of programs to meet the unique needs of our scholars including the Journey Program, REACH/Explorers and other special programs that operate within the context of the school community.
  - 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 scholars as they progress towards post-high school options.

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

School Leader of Special Education Programming; Contact Information	Francesca Antonucci fantonucci@colleigateacdemies.org
CMO Leader of Special Education Programming; Contact Information (if different)	Andrea Bond abond@collegiateacademies.org

C. Data Snapshots

2016-17 enrollment rate of students with disabilities served by the school	14.7%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	N/A (LCA opened in 2016-2017)
2015-16 number of students with disabilities who were removed for disciplinary reasons for more than 10 school days in one academic year	N/A (LCA opened in 2016-2017)

D. Description of how pupil appraisal, special education, and related services are provided by the school

Appraisal/Evaluation	
Main point of contact if a parent would like to request an evaluation	Director of Intervention: Francesca Antonucci fantonucci@collegiatacademies.org
Response to Intervention Overview	Examples of universal screeners: Reading Screeners:

- MAP Reading – *Assesses grade level reading comprehension*
- Really Great Reading Phonics Screeners – *Assesses phonics skills*
- Fluency CBM – *Assesses ability to fluently read texts*
- *Further screenings are available and used for scholars in specialized programs depending on their level of need.*

Math Screeners:
- MAP Math – *Assesses grade level numeracy ability*
- CCSS Fluency – *Assesses ability to fluently do grade level math calculations according to Common Core State Standards*
- *Further screenings are available and used for scholars in specialized programs depending on their level of need.*

Social-Emotional Screeners:
- Strengths and Difficulties Questionnaire (SDQ)**
  - Screener not administered if parents do not consent.

Speech Language Screeners:
- Clinical Evaluation of Language Fundamentals (CELF-5)**
  - Screener not administered if parents do not consent.

Examples of reading interventions:
Phonics Interventions:
- Phonics Boost/Blitz
- Read Naturally (phonics track)
- Wilson Reading System (for most severe needs)

Fluency Interventions:
- Read Naturally

Comprehension Interventions:
- Guided Reading
- Independent Reading with leveled books and targeted conferencing

Examples of math interventions:
- Math Fluency Interventions (varied curriculums)
- Computation Interventions (varied curriculums)
- Common Core aligned Conceptual Math Understanding Interventions (varied curriculums)

Examples of behavior interventions:
Mental Health Interventions:
- Individual Counseling
- Targeted Group Counseling
  - Groups target skill building that could include but are not limited to; anger management, motivation, anxiety, social skills, etc.

Tiered System of Behavior Supports: *Every CA school has a continuum of behavioral supports that increase in intensity as the scholar's level of need increases. These supports could include, but are not limited to:*
- Behavior Contracts with advisors and teachers
- Check-In/Check-Out systems

	• Individualized Behavior Intervention Plans • Teacher consultation with mental health professional to collaborate on appropriate behavior supports within the regular education classroom.
School Building Level Committee (SBLC)	Members of the SBLC team: • Director of Intervention (DI) • Director of Mental Health (DMHS) • Director of Curriculum and Instruction (DCI) • Grade level Culture Deans (as needed) • Director of Pupil Appraisal (as needed) Example engagements with parents: CA schools believe that parents are important members of a scholar's intervention process. We work to include parents as much as possible when it is suspected a scholar may need more intense intervention and/or interventions for the first time. Parents are informed about intervention at multiple points in a process toward SBLC: 1. Parents are contacted when the school identifies a scholar at risk and in need of an intervention area. 2. Parents are contacted when the school's SBLC team suspects that the scholar may need more intervention, has made adequate growth and no longer requires interventions and/or is recommended for a special education evaluation under Bulletin 1508. 3. Parent permission is obtained for any screenings and/or evaluations. Example decisions SBLC team can make: SBLC team decisions could include the following: • Conduct no further action at this time. • Continue current intervention and progress monitoring through the RTI process. • Conduct additional interventions through the RTI process. • Refer the student to the appropriate committee to conduct a Section 504 evaluation. • Refer the student to pupil appraisal personnel for support services • Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.
Appraisal Team	Members of appraisal team: **Team members always present:** • Director of Pupil Appraisal Services (full-time team member) • Director of Intervention • **Team members present as needed:** • Speech Language Pathologist (full-time team member) • Social Worker/Counselor (full-time team member) • Nurse (part-time team member) • Occupational Therapist (contracted team member) • Physical Therapist (contracted team member) • Adapted Physical Education Teacher (contracted team member)

	• Audiologist (contracted team member) • Orientation and Mobility (contracted team member) • Doctor (contracted team member) Example engagements with parents: CA schools believe that parents are important members of a scholar's evaluation process. We work to include parents from the time a scholar is identified as needing further intervention to the time the report is disseminated. We believe that partnership with parents is central to this process and provide multiple access points for them to be meaningfully included. Parents are contacted at many points in the evaluation process: 1. Parents are contacted when the school identifies a scholar as at risk and in need of an intervention area. 2. Parents are contacted when the schools SBLC team suspects that the scholar may need more intervention, has made adequate growth and no longer requires interventions and/or is recommended for a special education evaluation under Bulletin 1508. 3. Parents are present for initial meeting to finalize decision to evaluate scholar and sign consent for evaluation at this time. 4. Parents participate as a part of the evaluation process, including being interviewed as a part of the evaluation. 5. Parents are present at the time the evaluation is disseminated to the IEP team. 6. Parents are invited and present at the IEP (30 days after evaluation dissemination) to incorporate the new evaluation into their scholar's IEP. Example decisions appraisal team can make: • Scholar qualifies for disability under IDEA – initial identification for scholars to qualify for special education the first time. • Scholar no longer qualifies for disability under IDEA – scholar no longer meets requirements to receive special education services. • Scholar needs a more (or less) restrictive environment to meet their educational, social emotional, and/or functional needs. • Scholar's disability category has changed. (For example, scholar changes from SLI, speech only, to SLD in the area of basic reading.) • **All decisions are accompanied with recommendations by the evaluation team on next steps given any of the above decisions.**
Instructional and Related Services Provision and Staffing	
Specialized Instruction	# Special Education Teachers: 2 # Paraprofessionals: 1 # Academic Interventionists: 3 Examples of curricula: • Content and curriculum are individualized by specialized program, RTI based intervention and/or course scholar is enrolled in. Most content curricula is written by the CA curriculum team, which includes both academic interventionists and special education

	teachers. Some other curriculums and interventions that are used (based on scholar need) include:
	- LearnZillion - Phonics Boost/Blitz - Wilson Reading System - Guided Reading (Engage, Embark, etc.) - Khan Academy, Tenmarks All curricula is selected for each individual scholar based on their quarterly benchmarks as outlined in their Individualized Education Plan (IEP). Success/mastery towards IEP goals and progress in general education is reviewed quarterly to ensure scholar is making progress. If scholar 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 scholar progress, which may include a change in curricular programming.
Speech/language	# On staff or contracted from external provider: LCA will provide services with a shared Speech Pathologist that additionally will work at other CA campuses to ensure all scholars in need of Speech services are adequately served. If not currently providing service, plan to deliver service in future: n/a
Audiology	# On staff or contracted from external provider: Collegiate Academies schools have a contract agreement with New Orleans Speech and Hearing to provide Audiology services per individual scholar need. If not currently providing service, plan to deliver service in future: n/a
Counseling (mental health and other therapies)	# On staff or contracted from external provider: LCA has 1 full-time mental health provider on staff. If not currently providing service, plan to deliver service in future: n/a
Occupational therapy	# On staff or contracted from external provider: Collegiate Academies contracts with a part-time Occupational Therapist. If not currently providing service, plan to deliver service in future:
Physical therapy	# On staff or contracted from external provider: Collegiate Academies contracts part-time Physical Therapist. If not currently providing service, plan to deliver service in future: n/a
Health/Nursing services	# On staff or contracted from external provider: All Collegiate Academies schools have a part time nurse on campus and contract with a part-time doctor to provide health and nursing services. If not currently providing service, plan to deliver service in future: n/a
Orientation and mobility services and accessibility (including interpreting services)	Describe accessibility accommodations available to students: Orientation and mobility services at Collegiate Academies work to meet the need of individual scholars as defined by their IEP team, special education evaluation and further screenings. Some accommodations that can be made available to a scholar include: Braille, training with assistive technology, interpreting, etc. # On staff or contracted from external provider: Collegiate Academies contracts with an Orientation and Mobility provider. If not currently providing service, plan to deliver service in future: n/a

Adaptive physical education	# On staff or contracted from external provider: Collegiate Academies contracts part-time APE teacher. If not currently providing service, plan to deliver service in future: n/a
Specialized Transportation	Methods of transportation: Collegiate Academies' contract with our bus provider includes specialized transportation for scholars as outlined on their Individualized Education Plan (IEP). If not currently providing service, plan to deliver service in future: n/a
Assistive Technology	Examples of supports: Any scholar 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: 1. CA has an active partnership with LATI to assist schools and scholars appropriately identify individual scholar assistive technology needs and resources. 2. CA's Speech Pathology department works to identify, outfit and train scholars on how to use meaningful and personalized Augmentative Communication Devices. 3. CA contracts with Lighthouse for the blind to ensure any devices that specifically would assist scholars with vision and hearing based needs are appropriately identified and provided. 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.

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

	School-based Supports (in-school)		
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
9/T9 – 12	- LCA will have a Dean of Intervention (different from Director of Intervention) whose roll is centered around support of students in general education settings reaching their IEP and course goals. This role will ensure that supports are in place and appropriately implemented for all scholars receiving them. In collaboration with teachers, the Dean of Intervention will lead EWS (Early Warning Systems) systems for grade	- Collegiate Academies schools provide resource-style courses to serve the needs of scholars who need more support academically and/or social-emotionally to reach their IEP, course and post-high school goals.**	- Collegiate Academies schools provide self-contained program supports to serve the needs of scholars with more intense academic and/or social emotional needs to reach their IEP, course and post-high school goals.**

levels. As a part of EWS, targeted data metrics will be reviewed regularly to ensure all scholars are on track for meeting appropriate and rigorous goals, and if not on track, interventions are quickly initiated. - Collegiate Academies schools provide a robust multi-tiered system of supports, including reading intervention, math intervention, targeted mental health services and a behavior intervention continuum. - Every Collegiate Academies scholar with an Individualized Education Plan has a case manager who regularly monitors data, partners with teachers, partners with families and works with the scholar to ensure success toward IEP goals and goals within general education curriculum through a variety of tools and resources. **	

**Collegiate Academies (CA) schools work to provide a continuum of services to ensure that every scholar is in their least restricted environment and constantly working toward their rigorous post-high school opportunity. Every CA school works with the IEP team, including the family and scholar, to ensure that each scholar is participating in the programming that will most benefit his/her pathway toward success. This does not always perfectly fit into the three categories listed above. A scholar can be included in a special program (as listed below), but that does not mean that their services in that program are self-contained. Our special programs and services act as a part of the larger school community to ensure that every scholar is able to access the community academically, socially and functionally to the greatest extent possible and appropriate.

Description of extended school year services:	Identification: Scholars are identified as needing extended school year services by screening categories outlined in scholars' IEPs and using data that is aligned to their IEP's instructional plans. Delivery: Collegiate Academies' schools provide extended school year services to scholars who qualify for individual screening areas. Extended year services are delivered alongside typical summer school and individualized based on scholar's need and least restrictive environment as outlined in the Extended School Year IEP (ESY IEP).

Description of specialized program(s):	Criteria for participation: IEP Team recommendations based on academic, social and functional data and special education evaluation recommendations.
	Delivery:
	Collegiate Academies Schools work to provide a continuum of special education and intervention services and programming. Specialized programs that exist within this continuum of services include:
	• REACH/Explorers
	o Supports in this program include courses and services that work toward goals in the areas of developmental literacy and math alongside building transition skills to support scholars as they progress toward rigorous post-high school opportunities. Participation in this program can resemble what may be deemed more of a self-contained style of instruction for some scholars, while it may resemble more of a resource style of instruction for other scholars.
	o Scholars participating in REACH/Explorers participate in targeted transition instruction and typically have an on-campus internship to generalize employment skills.
	o The teacher and case manager for this program works to provide holistic supports by regularly collaborating with the speech pathologist, mental health professional and other related service providers serving scholars in the program.
	o All scholars who participate in the program meaningfully participate in larger school-wide structures, activities and events.
	o *A typical disability category of a scholar participating in this program includes mild Intellectual Disability and Autism.* ***However, it is critical to note that Collegiate Academies schools do not place in programs based on disability category.***
	o As LCA is entering its initial year, staff will work to ensure the needs of the students enrolled in our 9th grade class are met. The Dean of Intervention will serve as program lead and case manager for students who will benefit from this program.
	• Essential Skills
	o Supports in this program include courses and services that work toward goals in the areas of developmental literacy and math alongside building transition skills to support scholars as they progress toward rigorous post-high school opportunities. Participation in this program can resemble what may be deemed more of a self-contained style of instruction for some scholars, while it may resemble more of a resource style of instruction for other scholars.
	o Scholars participating in Essential Skills participate in targeted transition instruction and typically have an on-campus internship to generalize employment skills.
	o Assistive technology identification, education and supports

that work toward independence are strategically addressed for scholars in need of devices.

- o The teacher and case manager for this program works to provide holistic supports by regularly collaborating with the speech pathologist, mental health professional and other related service providers serving scholars in the program.
- o All scholars that participate in the program meaningfully participate in larger school-wide structures, activities and events.
- o *A typical disability category of a scholar participating in this program include; severe to moderate Intellectual Disability and Autism.* **However, it is critical to note that Collegiate Academies schools do not place in programs based on disability category.**
- o LCA will partner with Sci Academy to provide these services for students enrolled at LCA in the 2016-2017 school year. While LCA will fully build out its program 2017-2018 school year, we know that in recent years just 1-2 students per grade level have been best-served by this program. We will ensure that the needs of all scholars who enroll are met by partnering with Sci Academy during our first year.

- Journey Program (JP)
  - o Scholars participating in the Journey Program have access to a continuum of academic supports based on individualized needs.
  - o Scholars participating in the Journey Program receive increased counseling and mental health supports throughout their day.
  - o Scholars participating in the Journey Program participate in increased positive behavior incentive programming based on progress toward their individualized behavior and social goals.
  - o Scholars participating in the Journey Program all have individualized behavior intervention plans (BIPs).
  - o As LCA is entering its initial year, staff will work to ensure the needs of the students enrolled in our 9th grade class are met. The Director of Intervention and Director of Mental Health Services will work collaborative to ensure a structured check-in/check-out intervention for all students who will benefit from this program.

- Restorative Center
  - o Criteria for Participation: All Collegiate Academies scholars are eligible to participate in Restorative Programming (CARe) at CA schools. Scholars participate in CARe programming when they are involved in disciplinary incidents. CARe programming shifts the approach of discipline to a practice that is restorative in an effort to lower suspensions, increase scholar engagement and academic success.
  - o Delivery: CARe serves all scholars at Collegiate Academies'

<table>
<tr><td></td><td>networks, including scholars with disabilities, with restorative centers on every campus. While scholars participate in restorative practices, they also receive support with their academic and related service (Speech, Mental Health, etc.) needs as outlined in their Individualized Education Plan (IEP).

o   While participating in restorative programming, scholars focus on restoring relationships that were harmed.

▪   As a part of this process, scholars receive assistance in planning, practicing and having restorative conversations with the community member harmed during the infraction. The restorative center teammates also provide accountability and support in ensuring that scholars have the conversation and reflect on how to approach the situation differently in the future.

▪   Additionally, scholars receive support in choosing a restorative approach from the restorative center team, which includes both mental health professionals and teachers.

▪   Restorative Center teammates also work closely with data to suggest additional interventions that a scholar may need if trends suggest the need for more intensive intervention.

o   In the instance that a scholar is not ready to repair their relationship with the community and stays in the restorative center for more than a couple of hours, they continue their course-work on a bank of computers that classroom teachers keep current. Center staff can administer exams.

▪   A referral to the center does not mean a student has to sit out sports and other extracurricular activities.</td></tr>
</table>

	Community-based Supports (out-of-school)
Key Partnerships	Partner and services provided: Collegiate Academies partners with a number of agencies to ensure our scholars have the services they need. Some of the many critical partnerships include: • Louisiana Rehabilitation Services (LRS) • Metropolitan Human Services District • Mental Health Rehabilitation Agencies (differ based on scholar need) • Coordinated Systems of Care (CSOC) (depending on scholar need.) • Community-Based job sites (per individual scholar need.)
Other out-of-school instruction and supports	Methods of instruction and service delivery: If not currently providing service, plan to deliver service in future: Collegiate Academies schools are committed to working with the larger community to ensure all scholars in need 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 providing a robust and flexible continuum of services to ensure that we have maximized all educational opportunities and supports within the context of our schools. Should a student in one of our schools require a special school, therapeutic setting or hospital setting, we would leverage partnerships and

| | collaborate with both private and public settings to ensure the student is placed in the most appropriate environment and setting. Examples of this type of partnership include, but are not limited to, Northlake Behavioral Health System, St. Michaels Special School, etc. At the time that a student is incarcerated and/or in a juvenile detention facility, jurisdiction of the student officially falls into the control of Orleans Parish School Board (OPSB). As this happens, Collegiate Academies schools will exhaust all collaborative and communicative resources to ensure that our students transitioning to these settings are adequately setup for success, including appropriate supports and services. |