

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

The KIPP New Orleans Schools Student Support Team provides multi-disciplinary interventions, a full continuum of services and supports so that all students are on a path to meaningful post-secondary opportunities, in pursuit of leading happy, healthy and independent lives. We extend the mission of KIPP New Orleans Schools through our commitment to being a high-quality choice for every family and our commitment to ensuring every child has a school-experience and future they deserve.

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

School Leader of Special Education Programming; Contact Information	James O'Donnell, Manager of Student Support Services Jodonnell@kippneworleans.org
CMO Leader of Special Education Programming; Contact Information (if different)	James O'Donnell, Manager of Student Support Services Jodonnell@kippneworleans.org

C. Data Snapshots

2016-17 enrollment rate of students with disabilities served by the school	12.7%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	23.6%
2015-16 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	James O'Donnell, Manager of Student Support Services Jodonnell@kippneworleans.org
Response to Intervention Overview	<p>Examples of universal screeners: Scholastic Reading Inventory (SRI), Measures of Academic Progress, Strategic Teaching and Evaluation of Progress (STEP) assessment, LA Bulletin 1508 Screeners for health, vision, hearing, motor, and Social-Emotional Checklist, KIPP adapted Speech-Language Screener. Students with concerns identified on the 1508 Social-Emotional Checklist may also be screened using the BASC or Conners.</p> <p>Examples of reading interventions: Incremental Rehearsal for rote skills (e.g., sight words, alphabetic principle, letter sounds), reading fluency, guided reading, Leveled Literacy Intervention, Corrective Reading, Achieve 3000.</p> <p>Examples of math interventions: IXL, ST Math, Khan Academy, rote skills</p>

	<p>rehearsal through daily math routines.</p> <p>Examples of behavior interventions: trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system, Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: Principal or designee, SBLC chair, Social worker or counselor, school psychologist, SLP, regular education teacher, SPED coordinator, and interventionist.</p> <p>Example engagements with parents: Develop interventions in collaboration with parents, explain screening data, invite to meeting and explain parental choices and options, collaborate to develop interventions. Parental permission is obtained for screenings and interventions. Phone calls, home visits, letters (both sent with student and through postal mail) will be used to encourage parental involvement with the SBLC process and attendance at meetings.</p> <p>Example decisions SBLC team can make: As per Bulletin 1508, outcomes of the SBLC process include</p> <ol style="list-style-type: none"> 1. Conduct no further action at this time. 2. Continue current intervention and progress monitoring through the RTI process. 3. Conduct additional interventions through the RTI process. 4. Refer the student to the appropriate committee to conduct a Section 504 evaluation. 5. Refer the student to pupil appraisal personnel for support services. 6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected. <p>Additionally, depending upon the nature of concerns identified, the SBLC committee may also refer the family for external services would be beneficial (e.g. family counseling, case management, linkages with government benefits, etc.).</p>
<p>Appraisal Team</p>	<p>Members of appraisal team: School Psychologist, Parent, Regular Education Teacher, Special Education Coordinator, Social Worker or Counselor; Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist as determined by screening needs.</p> <p>Example engagements with parents: Meet to develop evaluation plan and sign permission to test, obtain full psycho-social history, interpret and disseminate findings of evaluation. Parental permission is obtained for evaluations. Phone calls, home visits, letters (both sent with student and through postal mail) will be used to encourage parental involvement with the Pupil Appraisal process and attendance at meetings.</p>

	<p>Example decisions appraisal team can make:</p> <ol style="list-style-type: none"> 1. The student may be classified with an exceptionality and the educational needs of the student are identified and 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., 504 Accommodation Plan, tiered academic and/or behavioral supports).
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 9 # Paraprofessionals: 3 # Academic Interventionists: 6 Examples of curricula: Extended standards, Wheatley, Eureka Math, RAZ Kids, ST Math, Achieve 3000, Leveled Literacy Intervention, Corrective Reading.</p>
Speech/language	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: N/A</p>
Audiology	<p># On staff or contracted from external provider: N/A If not currently providing service, plan to deliver service in future: Contract with local provider as needed.</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 1-2 counselors or social workers per building and partnerships with multiple local agencies for referral. If not currently providing service, plan to deliver service in future: N/A</p>
Occupational therapy	<p># On staff or contracted from external provider: Currently contract with two providers. If not currently providing service, plan to deliver service in future: N/A</p>
Physical therapy	<p># On staff or contracted from external provider: Currently contract with one provider. If not currently providing service, plan to deliver service in future: N/A</p>
Health/Nursing services	<p># On staff or contracted from external provider: 1 RN per school. If not currently providing service, plan to deliver service in future: N/A</p>
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations are available to students: Students receive instruction and equipment per their IEP. Facilities are equipped with ramps to access the ground floor and an elevator to access classrooms above. There is not a present need for interpretive services for vision and/or hearing impairments. In the event of a student requiring such services, we will contract with a local agency.</p>

	# On staff or contracted from external provider: Contract with local agency. If not currently providing service, plan to deliver service in future: N/A
Adaptive physical education	# On staff or contracted from external provider: 1 contracted provider If not currently providing service, plan to deliver service in future: N/A
Specialized Transportation	Methods of transportation: Contract with specialized transportation company to provide van and/or bus services per IEP. Services include wheelchair accessibility and additional assistance/supervision from a bus monitor. We are also able to provide curb-to-curb transportation through our standard bus provider. If not currently providing service, plan to deliver service in future: N/A
Assistive Technology	Examples of supports: Calculators, Chromebooks, Digital Media/Audio Materials, Communication Devices if needed, PECS

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
K – 8	Co-teaching and/or consultation by special education teacher with general education teachers to provide accommodations and modifications to curriculum and environment, implementation of behavior supports, and ongoing progress monitoring.	Small group pull-out instruction taught by special education teacher providing remediation or modified curriculum to supplement current grade level standards. Alternative behavior system implemented as per IEP.	Small group classrooms taught by a special education teacher for students with significant disabilities who are otherwise unable to participate in the general education classroom. Alternative behavior system implemented as per IEP. Assistance provided by paraprofessional per IEP.
9/T9 – 12	N/A LEA does not offer these grades.		
Description of extended school year services:	<p>Identification: Students selected through IEP team process based upon screening criteria identified per the requirements specified in Bulletin 1530 Section 705 (e.g., Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) for ESY services.</p> <p>Delivery: Students receive small group instruction beyond the normal school year of the LEA at no cost to parents or families.</p>		
Description of specialized program(s):	Criteria for participation:		

	<p>Academic & Functional Skills Class for students with low-incidence disabilities who qualify for LAA1. Delivery: Self-contained class taught by special education teacher and supported by paraprofessional.</p> <p>Behavior Support Program for students with primary exceptionality of Emotional Disturbance or qualifying OHI diagnosis who exhibit significant need for systematic behavioral and mental health supports in a small group setting. Delivery: Self-contained class taught by special education teacher, supported by paraprofessional and part-time social worker.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: New Orleans Therapeutic Day Program LSU TIERS - professional development and consultation for staff LSU HSC - psychological consultation and professional development Project Fleur de Lis - professional development for staff and clinical services for students Milestones, Family Preservation Services, Daughters of Charity, Children's Bureau, Metropolitan Human Services.</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: Hospital/Homebound Services provided by contractors with referral and written approval of student's physician or licensed psychologist.</p> <p>A specialized setting (Behavior Support Program) is available within our campus, but students may also be referred to RSD/Tulane's New Orleans Therapeutic Day Program for more intensive therapeutic programming within a more restrictive environment. State Special Schools will also be considered as a potential placement for students and referred to as determined by the IEP team including parents/guardians.</p> <p>The local juvenile detention facility, the Youth Study Center, has instructional services provided by OPSB. However, our LEA maintains contact with the student and family (when appropriate) to begin the process of planning the student's transition back to our LEA's campus. The services of the Youth Opportunity Center may also be utilized during this transition process.</p> <p>If not currently providing service, plan to deliver service in future: N/A</p>