PB v White – Program Description Template
Livingston Collegiate Academy, A Collegiate Academies School.

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.** o 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. o 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. o CA schools provide targeted Transition programming to support each student's individualized transition goals toward their post-high school opportunities. o CA schools serve all students through the use of innovative programming. We have created a number of programs to meet the unique needs of our students including the Journey Program, REACH, Essential Skills and other special programs that operate within the context of the school community. o 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 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	
2017-18 enrollment rate of students with disabilities served by the school	22.4%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	20.7%
2016-17 number of students with disabilities who were 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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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 students 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 students 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:

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- 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 student'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.
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<td>School Building Level Committee (SBLC)</td>
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Members of the SBLC team:
- Director of Intervention (DI)
- Director of Mental Health (DMHS)
- Director of Curriculum and Instruction (DCI)
- Dean of Intervention
- General Education Teachers (as needed)
- 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 student's intervention process. We work to include parents as much as possible when it is suspected a student 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 student at risk and in need of an intervention area.
2. Parents are contacted when the school's SBLC team suspects that the student 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.
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	- 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 - Intervention Compliance Coordinator **Team members present as needed:** - General Education Teachers - Special Education Case Manager - 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 student's evaluation process. We work to include parents from the time a student 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: - Parents are contacted when the school identifies a student as at risk and in need of an intervention area. - Parents are contacted when the schools SBLC team suspects that the student 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. - Parents are present for second meeting to finalize decision to evaluate student and sign consent for evaluation at this time. - 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 student's IEP. Example decisions appraisal team can make: ● Student qualifies for disability under IDEA – second identification for students to qualify for special education the first time. ● Student no longer qualifies for disability under IDEA – student no longer meets requirements to receive special education services. ● Student needs a more (or less) restrictive environment to meet their educational, social emotional, and/or functional needs. ● Student's disability category has changed. (For example, student 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: 8
	# Paraprofessionals: 3
	# Academic Interventionists: 2
	Examples of curricula:
	● Content and curriculum are individualized by specialized program, RTI based intervention and/or course student 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 student need) include:
	    o LearnZillion
	    o Phonics Boost/Blitz
	    o Wilson Reading System
	    o Guided Reading (Engage, Embark, etc.)
	    o Khan Academy, Tenmarks
	    o EngageNY
	All curricula is selected for each individual student 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 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 curricular programming.
Speech/language	# On staff or contracted from external provider: LCA has 1 full-time Speech Language Pathologist on staff. 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 student 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: LCA will provide services with a shared Occupational Therapist that additionally will work at other CA campuses to ensure all students in need of OT services are adequately served. If not currently providing service, plan to deliver service in future:
Physical therapy	# On staff or contracted from external provider: LCA will provide services with a shared Physical Therapist that additionally will work at other CA campuses to ensure all students in need of PT services are adequately served. 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 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. # 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 students 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 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:
	1. CA has an active partnership with LATI to assist schools and students appropriately identify individual student assistive technology needs and resources.
	2. CA's Speech Pathology department works to identify, outfit and train students 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 students 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 an Academic Interventionist at each grade level providing 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 students receiving them. In collaboration with teachers, the Academic Interventionists will lead EWS (Early Warning Systems) systems for grade levels. As a part of EWS, targeted data metrics will be reviewed regularly to ensure all students are on track for meeting appropriate and rigorous goals, and if not on	- Collegiate Academies schools provide resource-style courses to serve the needs of students 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 students with more intense academic and/or social emotional needs to reach their IEP, course and post-high school goals.**

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 student with an Individualized Education Plan has a case manager who regularly monitors data, partners with teachers, partners with families and works with the student 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 student is in their least restrictive environment and constantly working toward their rigorous post-high school opportunity. Every CA school works with the IEP team, including the family and student, to ensure that each student 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 student 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 student is able to access the community academically, socially and functionally to the greatest extent possible and appropriate.	
Description of extended school year services:	Identification: Students are identified as needing extended school year services by screening categories outlined in students' IEPs and using data that is aligned to their IEP's instructional plans. Delivery: Collegiate Academies' schools provide extended school year services to students who qualify for individual screening areas. Extended year services are delivered alongside typical summer school and individualized based on student'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
    - 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 students 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 students, while it may resemble more of a resource style of instruction for other students.
    - o Students participating in REACH 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 students in the program.
    - o All students who participate in the program meaningfully participate in larger school-wide structures, activities and events.
    - o *A typical disability category of a student 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 enters its second year, staff will work to ensure the needs of the students enrolled in our 9th and 10th 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 students 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 students, while it may resemble more of a resource style of instruction for other students.

- o Students 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 students 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 students in the program.
- o All students that participate in the program meaningfully participate in larger school-wide structures, activities and events.
- o *A typical disability category of a student 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 Abramson Sci Academy to provide these services for students enrolled at LCA in the 2017-2018 school year. While LCA will fully build out its program 2018-2019 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 students who enroll are met by partnering with Abramson Sci Academy during the year.
- ● Journey Program (JP)
  - o Students participating in the Journey Program have access to a continuum of academic supports based on individualized needs.
  - o Students participating in the Journey Program receive increased counseling and mental health supports throughout their day.
  - o Students participating in the Journey Program participate in increased positive behavior incentive programming based on progress toward their individualized behavior and social goals.
  - o Students participating in the Journey Program all have individualized behavior intervention plans (BIPs).
  - o As LCA is entering its second year, staff will work to ensure

the needs of the students enrolled in our 9th & 10th grade classes are met. The Director of Intervention and Director of Mental Health Services will work collaboratively 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 students are eligible to participate in Restorative Programming (CARe) at CA schools. Students 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 student engagement and academic success.
  - o Delivery: CARe serves all students at Collegiate Academies' networks, including students with disabilities, with restorative centers on every campus. While students 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, students focus on restoring relationships that were harmed.
    - ▪ As a part of this process, students 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 students have the conversation and reflect on how to approach the situation differently in the future.
    - ▪ Additionally, students 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 student may need if trends suggest the need for more intensive intervention.
  - o In the instance that a student 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.

Community-based Supports (out-of-school)	
Key Partnerships	Partner and services provided: Collegiate Academies partners with a number of agencies to ensure our students 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 student need) ● Coordinated Systems of Care (CSOC) (depending on student need.) ● Community-Based job sites (per individual student need.) ● Youth Opportunities Center (YOC)
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 students 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.