

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

At Success Preparatory Academy, we develop all students for college and rigorous post-school outcomes, leadership, and life-long learning. Success Preparatory Academy supports an inclusive environment to meet the needs of diverse learners. Through the provision of a high-quality continuum of instructional and behavioral support services, all staff members at Success Preparatory Academy ensure that all students are provided with the tools to meet their highest potential. The Special Education Department at Success Preparatory Academy upholds the following priorities: inclusion, collaboration, rigorous expectations, strength-based and data-based decision making, and authentic compliance to students' legal rights.

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

School Leader of Special Education Programming; Contact Information	<i>Genesis Parker</i> <u>gparker@successpreparatory.org</u>
CMO Leader of Special Education Programming; Contact Information (if different)	_____

C. Data Snapshots

2017-18 enrollment rate of students with disabilities served by the school	<i>14.9%</i>
2016-17 in school and out of school suspension rate of students with disabilities served by the school	<i>30.4%</i>
2016-17 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	<i>0</i>

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	<i>Dr. Vanessa Durand, School Psychologist</i>
Response to Intervention Overview	<p>Examples of universal screeners: <i>AIMSWeb (All academic areas)</i> <i>Strategic Teaching and Evaluation of Progress (STEP) (Reading)</i> <i>YouthInMind Strengths and Difficulties Questionnaire (Social, Emotional, Behavioral)</i></p> <p>Examples of reading interventions:</p>

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	<p><i>Leveled Literacy Intervention, SRA Reading Intervention, Wilson Reading System, Wilson Foundations</i></p> <p>Examples of math interventions: <i>Tier-3 Math Model, Targeted Math Intervention, Touch Math, VMath, SRA Corrective Mathematics</i></p> <p>Examples of behavior interventions: <i>Check-in/Check-out, Social-Emotional Learning Groups, Anger Management Groups, Break Cards, Mentoring, Individual Counseling, Individualized Behavior Intervention Plans generated from a Functional Behavioral Assessment</i></p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: <i>RTI-Special Education Coordinators, School Psychologist, Teacher Representatives, Academic Directors</i></p> <p>Example engagements with parents: <i>Parental permission is obtained for any screenings and/or evaluations. Parents are invited to decision-making meetings. Progress reports regarding school interventions are disseminated to parents concurrent with report cards. Parent contact is made through phone calls or written invitations to invite parents to decision-making meetings and every effort is made to encourage parent involvement.</i></p> <p>Example decisions SBLC team can make: <i>SBLC meets routinely to review student progress data and determine necessary supports. When reviewing individual student data, the SBLC team may make the following examples of decisions:</i></p> <ol style="list-style-type: none"> <i>1. Conduct no further action at this time</i> <i>2. Continue interventions and progress monitoring through the RTI process.</i> <i>3. Conduct additional interventions through the RTI process, including increasing intervention intensity and/or frequency.</i> <i>4. Refer the student to the RTI team to the Student Support Team a Section 504 evaluation.</i> <i>5. Refer the student to the RTI team (pupil appraisal) for additional support services.</i> <i>6. Refer the student to the RTI team (pupil appraisal) for an individual evaluation if exceptionality is suspected.</i>
<p>Appraisal Team</p>	<p>Members of appraisal team: <i>Certified School Psychologist, Speech-Language Pathologist, RTI-Special Education Coordinator, Current General Education and/or Special Education Teachers, based on need: Occupational Therapist, Adapted Physical Education Teacher, Physical Therapist, Social Worker, Teacher of Visual</i></p>

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	<p><i>Impairments</i></p> <p>Example engagements with parents: <i>Appraisal team members communicate with parents via phone and Written contact.</i></p> <p><i>Parental permission is obtained for any screenings and/or evaluations. Parents are invited to decision-making meetings, RTI Decision Making Meetings, 504 Accommodation Plan Meetings, Evaluation Consent Meetings.</i></p> <p><i>Within an evaluation process, parents participate in the parent/family interview component of the evaluation. Parents are invited to the dissemination and eligibility determination meeting.</i></p> <p><i>Parent contact is made through phone calls or written invitations to invite parents to decision-making meetings and every effort is made to encourage parent involvement.</i></p> <p>Example decisions appraisal team can make: <i>The following decisions can be made following a comprehensive evaluation and staffing:</i></p> <ol style="list-style-type: none"> <i>1. The student may be classified with an exceptionality and the educational needs of the student are identified and documented on the IEP.</i> <i>2. The student may not be classified with an exceptionality under IDEA. The student may then be referred back to the RTI Team for consideration for other potential services (e.g. 504 Accommodation Plan, tiered academic and/or behavioral supports).</i>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 9 # Paraprofessionals: 7 # Academic Interventionists: 3</p> <p>Examples of curricula: <i>Engage NY, Core Knowledge, Expeditionary Learning Curriculum, Leveled Literacy Intervention, Wilson Reading System (Foundations, Just Words), SRA Reading Intervention, Touch Math</i></p>
Speech/language	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:</p>
Audiology	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: <i>Upon need, school will work with surrounding local clinics or organizations to obtain contracted provider.</i></p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 3 If not currently providing service, plan to deliver service in future:</p>
Occupational therapy	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:</p>
Physical therapy	<p># On staff or contracted from external provider: 1</p>

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	If not currently providing service, plan to deliver service in future:
Health/Nursing services	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in future: <i>Success Preparatory Academy will be utilizing a contracted nursing agency for the 2016-17 school year to provide nursing and health related services, including but not limited to health screenings, immunization record maintenance, vision/hearing screenings, and individualized health plan development and implementation. Contract is in finalization stages.</i>
Orientation and mobility services and accessibility (including interpreting services)	Describe accessibility accommodations that are available to students: <i>Success Preparatory Academy's provides accessibility features such as ground-level entrances, hand-rails, elevators, audio-FM and hearing devices, and walking canes. Success Preparatory Academy maintains a contract with Lighthouse Louisiana for Orientation and Mobility services and consultation services for serving students with visual and hearing impairments. Lighthouse Louisiana provides interpreting services and adaptive equipment based on need, and Success Preparatory Academy would utilize the partnership with this organization to provide necessary interpreting services when applicable.</i> # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Adaptive physical education	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Specialized Transportation	Methods of transportation: <i>Contracted specialized van services</i> If not currently providing service, plan to deliver service in future:
Assistive Technology	Examples of supports: <i>In consultation with Louisiana Assistive Technology Initiative (LATI), Success Preparatory Academy determines most appropriate support needs for eligible students. Some students utilize low-tech assistive technology (writing tools, weighted vests/materials, timers, tactile adapted reading materials) while some students utilize high-tech assistive technology, such as iPad Communication Devices. Determination for assistive technology is made on an individual basis.</i>

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
PK – 5	<i>Special Education teachers for a given grade level may support students in the general education classroom for a given subject or skill based on their IEP goals. Some students are also placed in classrooms with paraprofessional support to increase their success in the regular education setting. Paraprofessionals may support</i>	<i>Early Childhood and Elementary Resource services are small group supplementary instruction specially designed to meet a student's learning needs. Students who receive some instruction in the resource room by a special education teacher must also have access to instruction in all required general education content area learning</i>	<i>Success Preparatory Academy's Intensive Instructional Program involves highly specialized instruction geared towards a combination of state standards; state extended standards; and the development of social, behavioral regulation, adaptive, and functional skills. A student with mild-moderate to significant disabilities may</i>

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	<p><i>individual or a small group of students (1:1, 1:2), or may be assigned to a classroom/specific classroom with a higher number of students with identified needs. Special education teachers provide both student support and general education teacher consultation for inclusion in the regular education classroom.</i></p>	<p><i>standards in addition to their resource room supplemental instruction. Resource Room Instructional Lessons are aligned to Common Core/General Curriculum State Standards. Any student who needs specialized instruction in a small group setting to achieve mastery may be provided Resource Room Instruction, as decided upon by the IEP Team. Students may be several grade levels behind in a particular core area and need specialized instruction to close gaps. In the K-5, grade-level special education teachers provide resource room instruction as well as support and consultation for inclusion in the general education classroom.</i></p>	<p><i>require highly specialized instruction in therapies outside of the general education classroom for a portion of the day or all day to achieve mastery in the curriculum and their individual goals. The IEP Team determines the amount of time, subjects, supports, and services students receive through the Intensive Program. Some students participate for a portion of the day while others participate for all of their school day. Each participating student is a member of a general education class and receives support to participate in selected inclusive activities. The Intensive Program in the Elementary Level serves grades K-4 and is supported by a Special Education Teacher and 2 or more paraprofessional support staff.</i></p>
6 – 8	<p><i>Special Education teachers for a given grade level may support students in the general education classroom for a given subject or skill based on their IEP goals. Some students are also placed in classrooms with paraprofessional support to increase their success in the regular education setting. Paraprofessionals may support individual or a small group of students (1:1, 1:2), or may be assigned to a classroom/specific classroom with a higher number of students with identified needs. Special education teachers provide both student support and general education teacher consultation for inclusion in the regular education classroom.</i></p>	<p><i>Middle Academy Resource Room services are small group supplementary instruction specially designed to meet a student's learning needs. Students who receive some instruction in the resource room by a special education teacher must also have access to instruction in all required general education content area learning standards in addition to their resource room supplemental instruction. Resource Room Instructional Lessons are aligned to Common Core/General Curriculum State Standards. Any student who needs specialized instruction in a small group setting to achieve mastery may be provided Resource Room Instruction as decided upon by the IEP Team. Students may be several grade levels behind in a particular core area and need specialized instruction to close gaps. In grades 6-8 (Middle Academy), grade-level certified special education teachers provide resource room instruction, as well as support and consultation for inclusion in the general education classroom.</i></p>	<p><i>Success Preparatory Academy's Intensive Instructional Program involves highly specialized instruction geared towards a combination of state standards; state extended standards; and the development of social, behavioral regulation, adaptive, and functional skills. A student with mild-moderate to significant disabilities may require highly specialized instruction in therapies outside of the general education classroom for a portion of the day or all day to achieve mastery in the curriculum and their individual goals. The IEP Team determines the amount of time, subjects, supports, and services students receive through the Intensive Program. Some students participate for a portion of the day while others participate for all of their school day. Each participating student is a member of a general education class and receives support to participate in selected inclusive activities. The Intensive Program in the Middle Academy serves grades 5-8 and is supported by a Special Education Teacher and 2 or more paraprofessional support staff.</i></p>
9/T9 – 12	n/a	n/a	n/a
Description of extended school year services:		<p>Identification: <i>Extended School Year Screening process begins in early spring. Case managers review IEP Goal Progress and general education progress based on the criteria decided upon within a student's IEP. Case managers consider the requirements specified in Bulletin 1530 Section 705 (e.g. Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) when determining if students are eligible for ESY. Upon identification, an ESY IEP</i></p>	

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	<p><i>meeting is held with the team and parent to determine appropriate ESY Services.</i></p> <p>Delivery: <i>ESY services are provided during the summer months by special education teachers and/or related service providers. Decisions regarding participation and student program and service schedules are made on an individual student basis at their ESY IEP meeting.</i></p>
<p>Description of specialized program(s):</p>	<p>Criteria for participation: <i>Success Preparatory Academy does not currently have a specific specialized program. Students with unique needs such as low-functioning autism, visual impairments, and emotional disturbances are served through the continuum of supports as described above with a combination of specialized related service providers or through contracted outside specialized programs.</i></p> <p>Delivery: <i>Based on individual need, Success Preparatory Academy develops programming to support individual students or contracts with outside specialized providers to deliver this service.</i></p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: <i>Communities In Schools (Social Work)</i> <i>Lighthouse Louisiana (Vision Instruction, Consultation for students with Visual Impairments, Orientation and Mobility support)</i> <i>Teams Intervening Early to Reach All Students (TIERS-LSU Health Sciences) (Technical Assistance)</i> <i>Trauma Informed Schools Learning Collaborative (Professional Development)</i> <i>Maturing Champions in Treme Through Extended Learning (MCTEL)</i> <i>Afterschool Program (Tutoring)</i> <i>Start the Adventure in Reading (STAIR) (Tutoring)</i> <i>SUNS Center (Evaluation Services)</i></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: <i>Success Preparatory Academy partners with several specialized programs to provide instruction and services to students who meet a unique criteria including, but not limited to: New Orleans Therapeutic Day Program (NOTDP), which serves students with emotional-behavioral needs, and The Chartwell Center, which serves students with unique needs related to Autism.</i></p> <p><i>Success Preparatory Academy also provides hospital/homebound instruction for eligible students. Hospital/Homebound Instruction is currently provided through a contracted Homebound Teacher.</i></p>

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	<p><i>When appropriate, Success Preparatory Academy collaborates with staff at the juvenile detention facility, including probation officers and assigned case managers or mentors. These team members work together to ensure that educational programming remains appropriate and that transition plans to or from the students' home school are effectively communicated to support the students ongoing academic and behavioral progress.</i></p> <p>If not currently providing service, plan to deliver service in future:</p>
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