

- A. Description of overall philosophy (200 word limit):** Crescent Leadership Academy believes that all students are entitled to an educational program that promotes optimal development of the student's potential, as all students have individual needs. Crescent Leadership Academy has made a commitment to meeting the aforementioned individual needs of all students in the least restrictive environment, which may include regular or special education, related aids, accommodations or modifications, and related services. At Crescent Leadership Academy, students with disabilities are educated with non-disabled students and there will be no exclusion during the academic school year. It is our philosophy that inclusion allows all students to be challenged by high expectations, build relationships with a representative group of their peers, provides more opportunities for all to learn tolerance and compassion, and sends the message that each individual is a valued member of society. Furthermore, Crescent Leadership Academy takes a holistic approach, focusing on both educational and life skills by providing students with core academics as well as the opportunity to participate in athletics, career and technical education, positive skill development and community related activities. This includes the Special Education Department, which focuses on academics, social, behavioral, and vocational interventions in order to promote academic and vocational success for our students.

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

School Leader of Special Education Programming; Contact Information	Tracy Bennett-Joseph 443-821-1113 Tracy.bennett-joseph@rop.com
CMO Leader of Special Education Programming; Contact Information (if different)	Tracy Bennett-Joseph 443-821-1113 Tracy.bennett-joseph@rop.com

C. Data Snapshots

2017-18 enrollment rate of students with disabilities served by the school	17.1%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	20%
2016-17 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	Tracy Bennett-Joseph
Response to Intervention Overview	Examples of universal screeners: STAR Reading and Math screeners, the complete Aimsweb screener suite, which includes academic and behavioral (Review 360) screeners, and the PBIS systems.

	<p>Examples of reading interventions: School-wide literacy program, small group instruction in the specific deficit area, reading tutorials, computer labs, one-on-one instruction or support in the specific deficit area, the use of the Read 180 curriculum, and other resources as needed and identified.</p> <p>Examples of math interventions: Small group instruction in the specific deficit area, math remedial labs, computer labs, one-on-one instruction or support in the specific deficit area, the use of a Math Essentials curriculum, and other resources as needed and identified.</p> <p>Examples of behavior interventions: School wide positive behavior interventions and supports system, a behavior focus group, reinforcement systems, specifically designed behavior intervention systems such as the implementation of a functional behavioral assessment and behavior intervention plan, and other resources as needed and identified.</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team:</p> <ul style="list-style-type: none"> • Principal or Designee • SBLC Chairperson, as appointed by the principal • Student’s teacher(s) • Dean of Students • Guidance Counselor • Social Worker • Special Education Coordinator and/or Teacher • School Nurse <p>In addition, the following individuals are invited to the SBLC:</p> <ul style="list-style-type: none"> • Student’s Parent(s); every effort is made to have the parent present • Others as needed (e.g. Speech Pathologist, Interventionist) <p>Example engagements with parents: Parents are continually informed, engaged in, and involved in the SBLC process. Crescent Leadership Academy is responsive and evaluates any and all parent concerns that have been communicated verbally or in writing regarding SBLC consideration. Parents are invited to the SBLC meeting when their child is being discussed and every effort is made to have the parent present. Furthermore, parents are informally updated about their children’s academic, behavioral, and social concerns throughout the school week on a regular basis. These communications are documented by the staff member in the appropriate location including SBLC folder, Dean of Student’s documentation log, etc.</p> <p>Example decisions SBLC team can make:</p> <ul style="list-style-type: none"> • No further action needed • Implementation of additional interventions and/or continuation of current interventions • Referral to Section 504 committee to determine eligibility for 504 services and an Individualized Accommodation Plan • Referral to pupil appraisal staff for other support services

	<ul style="list-style-type: none"> • Referral to pupil appraisal staff for an individual evaluation
Appraisal Team	<p>Members of appraisal team:</p> <ul style="list-style-type: none"> • Educational Diagnostician • Certified School Psychologist • Speech/Language Pathologist • Qualified School Social Worker • Audiologist • Occupational Therapist • Physical Therapist • School Nurse <p>Crescent Leadership Academy currently contracts with the SUNS Center to provide pupil appraisal services. The SUNS Center provides all personnel to conduct a comprehensive special education evaluation. All required personnel, according to Bulletin 1508, are involved in the process and provide direct services at Crescent Leadership Academy, in the community, and during home visits, as necessary.</p> <p>Example engagements with parents: The SUNS Center directly works with parents or guardians and Crescent Leadership Academy in order to conduct and complete an evaluation for special education services. Engagement with parents includes pre-referral discussions, engagement in the initial review of documentation for student evaluation, a meeting to obtain consent for an evaluation, parent and student interviews, follow up discussions with the family and community as needed, and staffing or interpretation of the completed evaluation with the family and school personnel.</p> <p>Example decisions Appraisal team can make: The appraisal team, according to Bulletin 1508, makes a number of decisions regarding the student in question. They are able to recommend, through the use of screenings, intervention data, teacher reporting, and student evaluation, for further testing to determine special education eligibility. Furthermore, the appraisal team has the ultimate decision in determining whether the student in question has an exceptionality according to Bulletin 1508 or if the student does not qualify and, consequently, is found to have no exceptionality.</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2 special education teachers and 1 other staff member with a special education license.</p> <p># Paraprofessionals: 0</p> <p># Academic Interventionists: 0</p> <p>Examples of curricula: Crescent Leadership Academy utilizes the Louisiana Department of Education Curriculum, which includes Common Core, to instruct the general education classroom. The special education staff works with the general education curriculum for each class, applying accommodations and modifications on an individualized basis, in order to</p>

	provide specialized instruction. Crescent Leadership Academy's philosophy is that of inclusion and that approach is utilized throughout the curricula and any specialized instruction. Additionally, resources such as remedial complete curriculum are utilized to improve basic skills, which are required for success in the 7 th -12 th grade classroom.
Speech/language	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: N/A
Audiology	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: Crescent Leadership Academy is prepared to deliver audiology services to students who have been identified as requiring the aforementioned services. Children's Hospital, Louisiana State University Medical System, or Ochsner Medical Center will be contacted in regards to contracting audiology services.
Counseling (mental health and other therapies)	# On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in future: N/A
Occupational therapy	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: Crescent Leadership Academy is prepared to deliver occupational therapy services to students whose comprehensive evaluation identifies them as eligible for occupational therapy services. Family Behavioral Health Center will be contacted in regards to contracting occupational therapy services.
Physical therapy	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: Crescent Leadership Academy is prepared to deliver physical therapy services to students whose comprehensive evaluation identifies them as eligible for physical therapy services. Family Behavioral Health Center will be contacted in regards to contracting physical therapy services.
Health/Nursing services	# On staff or contracted from external provider: 1 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 that are available to students: Crescent Leadership Academy's campus is fully accessible to students with orientation, mobility, and accessibility needs. This includes handicap access to the cafeteria, school building, and associated areas on campus. For a student with accessibility needs, their class schedule will be designed to ensure that they have classes only on the first floor of the school building. Additionally, the student will be eligible for specialized transportation. # On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: Crescent

	Leadership Academy is prepared to deliver and provide orientation, mobility, and accessibility services to students who have been identified as requiring the aforementioned services. New Orleans Speech and Hearing Center will be contacted in regards to contracting orientation, mobility, and accessibility services.
Adaptive physical education	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: Crescent Leadership Academy is prepared to deliver adaptive physical education to students whose comprehensive evaluation identifies them as eligible for adaptive physical education. An independent contractor who has previously reached out to Crescent Leadership Academy, Sandra Joseph, will be contacted in regards to contracting adaptive physical education services.
Specialized Transportation	Methods of transportation: Crescent Leadership Academy currently contracts two buses to provide transportation services to our students living on the East Bank of New Orleans both before and after school. Each bus is equipped with a camera, which can be reviewed at any time by Crescent Leadership Academy, and has one driver and one bus monitor. Necessary accommodations, such as door to door transportation, are arranged on an as needed basis in collaboration with the bus company and the individual bus driver. RTA tokens, for transportation both before and after school, are provided for students who qualify, including students who live on the West Bank of New Orleans. Crescent Leadership Academy also owns two, 16-passanger vans for use at any time by eligible staff members employed by Crescent Leadership Academy. These vans can, and have been, used by Crescent Leadership Academy to transport students to and from school on. These vans are able to be utilized for students with exceptionalities as needed and under certain circumstances. If not currently providing service, plan to deliver service in future: N/A
Assistive Technology	Examples of supports: Crescent Leadership Academy provides a variety of assistive technology supports. These supports include, but are not limited to, use of a calculator, computer, and word processor. Text-to-speech supports have also been utilized. The Assistive Technology Consideration Checklist is utilized by the Special Education Department to identify any areas of support needed for each individual student. If additional supports are identified or needed for students with exceptionalities, Crescent Leadership Academy is prepared to provide these supports and resources at no cost to the student or family.

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	N/A	N/A	N/A
6 – 8	<p>(Crescent Leadership Academy begins in 7th grade) It is the philosophy and policy of Crescent Leadership Academy that students with exceptionalities are educated with non-disabled students and there will be no exclusion during the academic school year. The school asserts that inclusion allows all students to be challenged by high expectations, build relationships with a representative group of their peers, provides more opportunities for all to learn tolerance and compassion, and sends the message that each individual is a valued member of society.</p> <p>The supports within the inclusion environment include special education instruction, accommodations, modifications, and interventions provided by a special education teacher within the general education classroom every day of the week. The special education teacher and/or coordinator works with general education teachers to plan and implement academic instruction. Additionally, the special education department provides guidance to the general education staff regarding necessary accommodations and modifications.</p>	<p>(Crescent Leadership Academy begins in 7th grade) The aforementioned supports are maintained for students who are identified as needing academic or behavioral intervention in a resource environment. However, Crescent Leadership Academy will provide more intensive academic, behavioral, or social services with special education personnel throughout the academic day. This can include adjustments of special education or related services minutes on the IEP, a decreased staff to student ratio, individualized or small group instruction, and increased remedial instruction.</p> <p>Related services and behavioral or social supports provided by the behavior mentors are still available and will be utilized at an increasing frequency for students in need of a resource environment. Regardless of a student’s placement, they are always able to receive the necessary related services and behavioral or social supports provided by Crescent Leadership Academy.</p>	<p>(Crescent Leadership Academy begins in 7th grade) The aforementioned supports and factors are maintained for students who are identified as needing academic or behavioral intervention in a self-contained environment. Crescent Leadership Academy will allocate special education personnel to provide intensive supports including individualized curriculum, increased behavior and social skills training, and increased remedial instruction including the use of evidenced-based Tier 3 interventions.</p>

	<p>Related services are provided these services at a pre-determined, scheduled time throughout the week.</p> <p>Crescent Leadership Academy employs a team of behavior mentors, behavioral support staff who work with the students to identify areas of concern, process behavioral or social challenges, and collaborate to make behavioral or social improvements or gains. Working with the behavior mentors is not a form of discipline. Rather, it is an opportunity to process behavioral or social challenges, remain in the academic environment, and make social skills improvements throughout the academic day.</p>		
9/T9 – 12	<p>It is the philosophy and policy of Crescent Leadership Academy that students with exceptionalities are educated with non-disabled students and there will be no exclusion during the academic school year. The school asserts that inclusion allows all students to be challenged by high expectations, build relationships with a representative group of their peers, provides more opportunities for all to learn tolerance and compassion, and sends the message that each individual is a valued member of society.</p> <p>The supports within the</p>	<p>The aforementioned supports are maintained for students who are identified as needing academic or behavioral intervention in a resource environment. However, Crescent Leadership Academy will provide more intensive academic, behavioral, or social services with special education personnel throughout the academic day. This can include adjustments of special education or related services minutes on the IEP, a decreased staff to student ratio, individualized or small group instruction, and increased remedial instruction.</p>	<p>The aforementioned supports and factors are maintained for students who are identified as needing academic or behavioral intervention in a self-contained environment. Crescent Leadership Academy will allocate special education personnel to provide intensive supports including individualized curriculum, increased behavior and social skills training, and increased remedial instruction including the use of evidenced-based Tier 3 interventions.</p>

	<p>inclusion environment include special education instruction, accommodations, modifications, and interventions provided by a special education teacher within the general education classroom every day of the week. The special education teacher and/or coordinator works with general education teachers to plan and implement academic instruction. Additionally, the special education department provides guidance to the general education staff regarding necessary accommodations and modifications.</p> <p>Related services are provided these services at a pre-determined, scheduled time throughout the week.</p> <p>Crescent Leadership Academy employs a team of behavior mentors, behavioral support staff who work with the students to identify areas of concern, process behavioral or social challenges, and collaborate to make behavioral or social improvements or gains. Working with the behavior mentors is not a form of discipline. Rather, it is an opportunity to process behavioral or social challenges, remain in the academic environment, and make social skills improvements throughout the academic day.</p>	<p>Related services and behavioral or social supports provided by the behavior mentors are still available and will be utilized at an increasing frequency for students in need of a resource environment. Regardless of a student's placement, they are always able to receive the necessary related services and behavioral or social supports provided by Crescent Leadership Academy.</p>	
Description of extended	Identification: The need for ESY services are determined individually for each		

<p>school year services:</p>	<p>student using the criteria established by the state department of education. Students are identified for ESY services by using the following criteria as outlined in Louisiana Bulletin 1530: Regression-Recoupment criterion, Critical Point of Instruction 1, Critical Point of Instruction 2, and other Special Circumstances. The IEP team will review instructional data collected during the school year and apply the criteria to determine if the student is eligible for ESY services. There will be at least three data points collected, including instructional data, progress monitoring, teacher interviews, and further testing or assessment as necessary.</p> <p>Delivery: Once a student has been determined eligible for ESY services, the IEP team is responsible for designing the Extended School Year Program (ESYP). The ESYP is based on the individual needs of the student and Crescent Leadership Academy does not design one program of a set duration for all eligible students. Instead, the programs are based around the specific goals and/or objectives the student needs to address during the ESY and designed to accommodate each student in terms of length of program, location, and transportation. All supports outlined above will be available for students participating in ESY, including academic support and interventions, related services, and behavioral and/or social supports. Additional supports will be identified and added as needed during the extended school year.</p>
<p>Description of specialized program(s):</p>	<p>Voices: Criteria for participation: Female, completed screener indicating high need for prosocial skills, coping skills, and psychosocial supports. Delivery: Weekly group with 10-15 female students and two coordinators including a special education teacher and a qualified school social worker. During the group, students work collaboratively to develop coping skills, prosocial skills, process emotions, and receive socioemotional and psychosocial support.</p> <p>CTE Program: Criteria for participation: Upper grade levels, good attendance, prescreening and selection by administrative staff. Delivery: Daily instruction by certified instructor at Crescent Leadership Academy that constitutes a class period in a student’s schedule.</p> <p>CNA (Certified Nursing Assistant): Criteria for participation: Upper grade levels, good attendance, demonstrated interest in certified nursing assistant program. Delivery: Daily class at a local nursing school. Curriculum, including practical experience, is created and delivered by this accredited school. This constitutes a class period in a student’s schedule.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided:</p> <ul style="list-style-type: none"> • <i>Louisiana Rehabilitation Services</i>: provide transitional support to students with exceptionalities • <i>Choices Behavioral Health and Wellness, LLC</i>: mental health, social, and

	<p>behavioral support services</p> <ul style="list-style-type: none"> • <i>Loving Hearts Mental Health</i>: mental health, social, and behavioral support services • <i>Integrated Family Services</i>: Multisystemic Therapy (MST) services • <i>Children’s Bureau</i>: mental health, social, and behavioral support services
<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: Not currently providing services, but have provided these services before. Please see below.</p> <p>If not currently providing service, plan to deliver service in future: Crescent Leadership Academy provides a continuum of alternative educational placements in order to meet the needs of students with disabilities at Crescent Leadership Academy. This continuum includes instruction in general education classes, special education classes, and home instruction. The IEP team collaborates to determine the most appropriate placement on the continuum for each student. If students require placement in a special school, therapeutic setting, hospital or homebound setting, or juvenile detention facility, Crescent Leadership Academy will continue to address instruction and supports for the student. This includes providing logistical supports, such as finding a placement and facilitating the transfer, assuming all financial responsibility, continuing to provide instruction and supports, and serving as a resource and liaison to the alternative placement. The following paragraph outlines the instruction, format, and services that have been provided to students who had an off-site placement in the past and will continue to be provided to students who require an off-site placement in the future such as in a special school, therapeutic setting, hospital or homebound setting, or juvenile detention facility.</p> <p>All decisions are made as a collaborative effort with the IEP team and documented on the IEP through an amendment or annual review. The special education staff provides the direct, in-person, off-site support, instruction, and academic service delivery to the student in question. Academic work is pulled directly from the general education classroom and curriculum that the student was utilizing or enrolled in before transitioning to off-site services. Any accommodations or modifications made in the general education classroom environment will be made for the student on an off-site placement. If additional accommodations or modifications are necessary, those will be discussed and codified at the IEP meeting. The services outlined above will continue to remain accessible for students enrolled at Crescent Leadership Academy that have an off-site placement. The special education staff will provide direct instruction at the alternative placement, provided that a pre-designated parent, guardian, or responsible party is available and present throughout the instructional session, as agreed upon by the special education staff, family, and student. A minimum of four hours of direct instruction will be provided, as prescribed by law, to the student. Furthermore, Crescent Leadership Academy has an internet-based instructional platform, which is available to all students, that can be accessed from any location with internet access. This platform offers a variety of classes that qualify as Carnegie Credit bearing courses. If the IEP</p>

	<p>team determines that this platform will be beneficial to the student's continued progress in the general education curriculum while in the off-site placement, the student can be enrolled in the online courses. Direct instructional support by the special education staff will still be provided at a minimum of four hours per week in the home or community based location.</p> <p>Additionally, related services will make arrangements with the child and family in question to continue provided any services documented on the IEP and as indicated in the comprehensive evaluation. The related services provider will meet with the child at the alternative placement, provided that a pre-designated parent, guardian, or responsible party is available and present throughout the related services session, as agreed upon by the special education staff, related service provider, family, and student.</p>
--	--