



ENCORE Academy Special Education Program Description

A. Description of Overall Philosophy

ENCORE Academy believes all children with disabilities are entitled to a free and appropriate education and/or services that lead to a productive and enriched life. To achieve these outcomes, there must exist for all children a continuum of available services available for all.

B. Name and Contact Information for Special Education Coordinator

Marissa Kovner	mkovner@encorelearning.org 504 444-2224
NA	

C. Data Snapshots

2017-2018 enrollment rate of students with disabilities	11.1%
2016-2017 in school and out of school suspension rate of students with disabilities served by the school	6%
2016-2017 number of students with disabilities who are removed for disciplinary reasons for more than 10 days of school in one academic year.	0

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

Appraisal and Evaluation	
Main point of contact if a parent would like to request an evaluation	Marissa Kovner, Special Education Coordinator
Response to Intervention Overview	Examples of universal screeners: Academic: iReady

	<p>Behavior: BASC, Conner Rating Scales, Second Step.</p> <p>Examples of behavior interventions: contracts, Check In/Out, therapeutic counseling, FBA/BIP</p> <p>Examples of Reading Interventions: Guided Reading, Repeated Readings, iReadySmarty Ants, Achieve 3000, RAZ Kids</p> <p>Examples of Mathematics Interventions: iReady, Small Group Teacher Led Guided Math Practice, FASST Math, First in Math, Study Island, Exploring Math, Rocket Math</p>
<p>School Building Level Committee (SBLC) – SAT or Student Achievement Team</p>	<p>Members of the SAT team: SAT Chair, School Social Worker, School Psychologist, SLP, Regular Education Teacher, Special Education Teacher, Teacher, Interventionist, Principal/designee.</p> <p>Example engagements with parents: Obtain permission to conduct additional screenings, explain screening data, invite to meeting, explain beneficial options for the student, obtain permission for evaluation, invite and encourage attendance/involvement.</p> <p>Example decisions that the SAT can make are:</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>Appraisal Team</p>	<p>Members of appraisal team: Certified School Psychologist, Speech/Language Pathologist, Qualified School Social Worker, School Nurse, O. T., P. T., Audiologist, APE teacher (O.T., P.T., Audiologist, APE Teacher –contracted providers)</p>

	<p>Example engagements with parents: Obtain parental consent to evaluate, Interpret/Disseminate the findings of an evaluation, Parental interviews</p> <p>Example decisions appraisal team can make: Determine Eligibility, Determine non-eligibility of student, Determine current special instruction and related services needs.</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction:	<p># of Special Education Teachers- 5</p> <p># Paraprofessionals: 5</p> <p># Academic Interventionists: 5</p>
Orientation and mobility services and accessibility including interpreting services)	<p>Adaptive physical education</p> <p>Specialized Transportation</p> <p>Assistive Technology</p> <p>Describe accessibility accommodations that are available to students:</p> <p>ENCORE Academy shall address facility and service accommodations student orientation and mobility (e.g., ramps, elevators, hand-rails, parking spaces, etc.).</p> <p># On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future:</p>
Adaptive physical education	ENCORE Academy will contract with an external provider (OPSB)
Specialized Transportation	ENCORE Academy will contract with an external provider (Apple Bus)
Assistive Technology	ENCORE Academy will contract with an external provider (Crane)
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	Co-teaching and/or consultation with general education teachers in supported blocks by a certified special education teacher, paraprofessional, with services provided by related service providers in a variety of settings as outlined in the IEP	Pull outs in supported blocks by a certified special education teacher(s), support from paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP	Dedicated classroom(s) staffed by certified special education teacher and paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP
6-8			
Description of extended school year services:		<p>Identification: Personnel utilize screening criteria in accordance with Bulletin 1530 Section 705 and develop ESY IEPs ensuring students with disabilities receive a continuum of appropriate educational and related services based on the individually identified needs of the student.</p> <p>Delivery: Beyond the normal school year of the LEA and at no cost to the parents of the student</p>	
Description of specialized program(s)		<p>Community-Based Program – focusing on academics, utilizing the extended standards, life skills, and learning activities in the student’s natural environment.</p> <p>Criteria for participation: Although certain supports and programs are often suggested for students with particular disabilities or presenting with particular areas of need, all ENCORE Academy students with disabilities are eligible to participate in the supports and programs based upon the determination of their IEP team.</p> <p>Delivery: all supports can be delivered in accordance with the Least Restrictive Environment identified by the student’s IEP</p>	
<i>Community-based Supports (out-of-school)</i>			

Key Partnerships	<p>Partner and services provided: New Orleans Therapeutic Day Program, Communities in Schools, Children’s Bureau, Families Helping Families, Youth Run-NOLA, Communities in Schools Champ Camp</p>
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p>Methods of instruction and service delivery: The school addresses instruction and supports for students who require placement in a special school, therapeutic setting, hospital or homebound setting, or juvenile detention facility as required by implementing the student’s IEP in collaboration with staff and administrators in those out of school placements.</p> <p>Hospital/ Homebound Services are delivered after referral and written approval by student’s physician. Instruction delivered by certified instructor in collaboration with Regular and Special Ed Teachers at the home school.</p> <p>If not currently providing service, plan to deliver service in future:</p>