

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

New Orleans College Prep special education programs adhere to the philosophy that all students are entitled to the individualized supports necessary to maximize his/her potential. We empower teachers and students to achieve excellence in all aspects of our scholar's social-emotional, behavioral, and academic lives. We work diligently to provide quality pk-12 education that prepares all students to enter and excel in rigorous, post-secondary outcomes.

Through collaborative efforts with staff, families and community partners, we are committed to the following:

- Acknowledging the needs of diverse learners through inclusive practices and specialized instruction.
- Implementing evidence-based practices and instruction as outlined on Individualized Education Programs (IEP's).
- Encouraging students and families to advocate for their support needs.
- Creating a safe climate for student learning and development.
- Collaborating with community supports to improve and increase parent/family-school involvement.
- Working towards rigorous post-secondary options that prioritize self-determination for every student regardless of exceptionality.

- Ensuring legal and ethical guidelines for special education services are implemented with fidelity.

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

School Leader of Special Education Programming; Contact Information	Ms. Noel Kennedy nkennedy@nolacollegeprep.org 504-247-6150 (phone) 504-285-9980 (fax)
CMO Leader of Special Education Programming; Contact Information (if different)	Dr. Michael Vance mvince@nolacollegeprep.org 504-330-6943 504-617-7200 (fax)

C. Data Snapshots

2016-17 enrollment rate of students with disabilities served by the school	14.6%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	9.5%
2015-16 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0

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	Director of Special Education/Student Services
Response to Intervention Overview	<p>Response to Intervention (RTI) is a three tiered framework to improve learning through evidence-based instruction, interventions and ongoing assessment. The purpose of the RTI process at Crocker College Prep is to identify learning and behavioral difficulties early in an effort to intervene with specialized supports and improve the overall academic achievement of our scholars to help prepare them for college and life.</p> <p>Three tiers (or levels) of academic or behavioral support are in place and include evidence-based interventions or practices. Scholars receive evidence-based interventions either in a small group setting or individually to mediate areas of performance that are below grade level standards and/or expectations.</p> <p>The RTI team meets regularly to analyze data (academic and behavioral) and evaluate response or lack of response to interventions. Teachers make referrals to the RTI team based on universal screening results, intervention data, observational data, weekly assignments, test scores and grades. Parent concerns/referrals are also welcomed and will be reviewed by the RTI team upon receipt.</p> <p>Examples of universal screeners: Strategic Teaching and Evaluation of Progress (STEP) Isteep Fountas and Pinnell (F&P) Schoolrunner behavior data Strengths Difficulties Questionnaire (SDQ)</p> <p>Examples of reading interventions: Hybridge by Compass Learning Leveled Literacy Intervention (LLI) Achieve 3000</p> <p>Examples of math interventions: Cognitively Guided Instruction (CGI) Direct instruction using iREADY workbooks</p> <p>Examples of behavior interventions: School-wide Positive Behavior Interventions and Supports Check-In/Check-Out Individual and Group Counseling</p>

	<p>Skills groups Functional behavior assessments Behavior Plans</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: Pupil Appraisal Member (e.g., school psychologist, educational diagnostician, etc.) School Principal Classroom teacher Speech therapist (as needed)</p> <p>Example engagements with parents: Review screening and/or intervention data Discuss sufficient/insufficient progress Review teacher/parent referrals</p> <p>NOCP encourages parent attendance and participation in all meetings, and does so through written parent invitations, phone calls, texts, etc.</p> <p>Parental permission is obtained for any screenings and/or evaluations, where permission is required.</p> <p>Per Louisiana Bulletin 1508, parent permission is not required prior to reviewing existing data as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.</p> <p>Example decisions SBLC team can make: Further action is not required at this time. Continue current intervention(s) and progress monitor through the RtI process. Conduct additional intervention(s) through the RtI process. Refer the student to the appropriate committee to conduct a 504 evaluation/plan. Refer the student to Pupil Appraisal for support services. Refer the student to Pupil Appraisal for an evaluation.</p>
<p>Appraisal Team</p>	<p>Members of appraisal team: Pupil Appraisal Member(s) (e.g., school psychologist, educational diagnostician, etc.) General Education Teacher Other contracted personnel/staff members, as needed (e.g., OT, PT, speech, APE, School Social Worker)</p> <p>Example engagements with parents: SBLC Meetings IEP Meetings</p>

	<p>Eligibility Determination Meetings Family Interviews</p> <p>Following a comprehensive evaluation and staffing, an appraisal team can determine:</p> <ol style="list-style-type: none"> 1. The student may be classified with an exceptionality, as outlined in Louisiana Bulletin 1508. The educational needs of the student are identified in the evaluation and special education services may be recommended. If parents accept services, educational needs will be 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., Section 504 Accommodation Plan, tiered academic and/or behavioral supports).
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 7 # Paraprofessionals: 12 # Academic Interventionists: NA</p> <p>Examples of curricula: Eureka Math Engage NY Louisiana Guidebooks My World Social Studies MacMillian/McGraw Hills: A Closer Look Unique Curriculum Leveled Literacy Intervention Modified work/assignments, as needed</p>
Speech/language	2 Speech Therapist
Audiology	When audiology services are needed, we contract out with a provider.
Counseling (mental health and other therapies)	2 Qualified School Social Workers
Occupational therapy	One contracted Occupational Therapist
Physical therapy	One contracted Physical Therapist
Health/Nursing services	One full-time school nurse Access to School-based Health Center at Cohen College Prep
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations are available to students: Students are provided with any accessibility accommodations outlined on IEP's (e.g., paper-based testing, word processors, etc.). One contracted interpreter provides translation services for NOCP, as needed.</p> <p>School accessibility: -All restroom/classroom/multipurpose spaces are accessible</p>

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	<p>-Street and sidewalks are accessible from the front entry and bus drop point -Students with special needs can be issued an elevator key to access 2nd and 3rd floor.</p> <p>If not currently providing service, plan to deliver service in future: If orientation and mobility services are needed, they will be provided by our current contractor, Lighthouse for the Blind.</p>
Adaptive physical education	One contracted Adapted Physical Education instructor
Specialized Transportation	School bus and van from a contracted carrier
Assistive Technology	Examples of supports: One assistive technology contractor provides services for students who require significant AT devices as part of their Individualized Education Program. In addition, when needed, we consult with the Louisiana Assistive Technology Institute (LATI) to sample new devices and receive best practices instruction around implementation.

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 – 8	<ul style="list-style-type: none"> - Inclusion support in the general education classroom. - Students receive support in a small group from a special education teacher or paraeducator. - Accommodations/modifications, behavior support and IEP goal tracking are provided and support access to the general education curriculum. - Accommodations 	<ul style="list-style-type: none"> - Specialized instruction in a resource setting with a special education teachers, and paraeducator support. - Special education teachers modify general education lesson plans or create unique lesson plans to support IEP goal instruction and data tracking. - Accommodations and modifications may include, but are not limited to: text- 	<ul style="list-style-type: none"> - Specialized instruction in a self-contained setting with special education teachers and paraeducator support. - Students who take the LEAP Connect assessment receive instruction aligned to Louisiana’s Connectors. - Teachers provide interventions and instruction around student IEP goals; behavior and/or academic IEP goal

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	<p>may include, but are not limited to: weighted lap pads, slant boards, calculator, behavior chart tracking or manipulatives.</p>	<p>to-speech software, word processors.</p> <ul style="list-style-type: none"> - Students may also receive support around social skill development, sensory-based learning and communication- in partnership with related service providers 	<p>tracking occurs daily.</p> <ul style="list-style-type: none"> - Accommodations and modifications may include, but are not limited to: visual schedules, communication devices, token economies and sensory-based activities. - Collaboration with related service providers (e.g., OT, PT, social worker) often occurs in the classroom to meet student needs around IEP goals. - Example curriculums include Rethink and Unique Curriculum.
<p>Description of extended school year services:</p>	<p>Identification: Teachers receive Extended School Year training each school year. All ESY decisions are data-based and meet the requirements specified in Bulletin 1530, Section 705 (e.g., Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) for ESY services. ESY deadlines are set early enough in quarter 4, to allow the development of an ESY IEP, with parent participation.</p> <p>Delivery: If ESY services are required, our network will have two sites: PK-8 and 9-12. Services would coincide with other summer school programming taking place at each site, with certified special education teachers delivering IEP minutes and instruction.</p>		
<p>Description of specialized program(s):</p>	<p>Students who need support outside of what is provided in the self-contained setting are reviewed on an individualized basis by the IEP team. After reviewing, the team problem-solves to determine the best programming and setting to meet at student’s needs. Unique ways in which we’ve provided additional support in the past include, but are not limited to 1:1 paraeducators, modified schedules, the addition of assistive technology devices (e.g., voice output device, text-to-speech software), adding related services (e.g., social work services, speech therapy, etc.).</p>		

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	<p>Homebound services are provided when that setting best meets the needs of the student.</p> <p>In addition, NOCP has a partnership with the New Orleans Therapeutic Day Treatment Program.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided:</p> <p>Trauma Informed Learning Collaborative (support and professional development around evidenced-based behavioral practices)</p> <p>Institute of Women and Ethnic Studies (skills groups/mentoring)</p> <p>Children’s Bureau of New Orleans</p> <p>Tulane University (reading supports)</p> <p>Second Harvest Backpack Program (support for families)</p> <p>Social Emotional Wellness NOLA (SEW NOLA)- provide individual and group counseling and class-wide social emotional interventions</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>NOCP schools are committed to working with each student’s IEP team to determine the best placement to meet student needs and in the least restrictive environment. Should a student require additional supports, we leverage community partnerships and work with families to ensure an appropriate placement. Examples of this include, but are not limited to homebound instruction, specialized schools or a therapeutic/hospital setting. NOCP will collaborate with the family and individuals from the alternative setting (e.g., juvenile detention, hospital) to determine the most effective and efficient way to provide the student’s services, as outlined on the IEP.</p>