DEPARTMENT of EDUCATION
Louisiana Believes

A. Description of overall philosophy (200 word limit):
High Expectations: At Akili, we believe that all scholars have the right and the ability to succeed in school. Our educational philosophy is driven by our college preparatory mission. Our philosophy is based on four core values: 1. All scholars can learn. 2. Great teachers and great teaching are essential to scholar academic success. 3. A highly structured, focused, and accountable school culture drives scholar achievement. 4. Data analysis of proven curriculum drives effective instruction. **Special Education Structure:** Special Education programs are designed for those scholars who are mentally, physically, socially, and/or emotionally delayed. This type of "delay" signifies an aspect of the child's overall development (physical, cognitive, and/or scholastic skills), which places him/her behind his/her peers. Due to these special circumstances, these scholars' needs cannot be met solely within the traditional classroom environment. Special Education programs and services adapt content, teaching methodology, and delivery to meet the appropriate needs of each child. We offer push-in services, where the special education teacher pushes in to the regular education classroom; pull-out services, where the scholar is pulled into a smaller class setting for direct instruction and remediation; and self-contained services, where the scholar functioning significantly below grade level can work on functional living skills and be taught at the appropriate level.

B. Name and contact information for special education coordinator (school and, if applicable, network)	
School Leader of Special Education Programming; Contact Information	Diana Davis Director of Special Education ddavis@crescentcityschools.org (504) 723-4039
CMO Leader of Special Education Programming; Contact Information (if different)	Christopher Hines Chief Operating Officer chines@crescentcityschools.org (504) 708-4136

C. Data Snapshots	
2015-16 enrollment rate of students with disabilities served by the school	16.8%
2014-15 in school and out of school suspension rate of students with disabilities served by the school	34.6%
2014-15 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

Appraisal/Evaluation	
Main point of contact if a parent would like to request an evaluation	Katherine Chenier Director of Evaluation and Intervention kchenier@crescentcityschools.org (504) 723-8922
Response to Intervention Overview	**Examples of universal screeners**: • Reading: STEP and F&P benchmark assessments (which include measures of early literacy and oral reading fluency) in grades K-8 and MAP assessments in grades K-2 • Math: Interim Assessments in grades K-8 and MAP assessments in grades K-2 • Social, Emotional, & Behavioral: comprehensive school-wide implementation of Positive Behavioral Intervention & Supports (PBIS) system with regular monitoring and analysis to determine which students may have particular behavioral or emotional concerns; the school tracks all behavior, attendance, and other relevant student data in SchoolRunner and analyzes it at least quarterly for all students (more frequently for students on a case-by-case basis); the school may also utilize the BASC and SDQ screeners for students; the Response to Intervention (RTI) process is started when necessary **Examples of reading interventions**: Direct instruction, fluency drills, repeated readings, passage preview, cover/copy/compare, Phonics Blast, Phonics Boost, REWARDS, online personalized learning programs (Lexia Core 5) **Examples of math interventions**: Direct instruction, cover/copy/compare, online personalized learning programs (ST Math, IXL, Zearn) **Examples of behavior interventions**: Check-in/check-out, response cost, token economies, groups skills training (social skills, anger management, and behavior control), individual counseling, individualized Behavior Intervention Plans (BIPs) based on Functional Behavior Assessments (FBAs) for Tier 3
School Building Level Committee (SBLC)	**Members of the SBLC team**: At Akili Academy, there are three separate SBLCs: lower elementary (grades K-2), middle elementary (grades 3-5), and upper elementary (grades 6-8). Each SBLC consists of the Director of Curriculum and Instruction (DCI) for the corresponding grades (the DCI may act as the Principal's designee), the Director of Intervention and Evaluation, grade level interventionists, and the referring teachers. As necessary, additional members may include the Principal, the Dean of Students, the School Counselor, the School Nurse, and/or the Speech Language Pathologist (SLP). Parents are welcome to attend all meetings and are invited when significant changes in placement are being discussed for an individual student. Parents can also request a meeting of the SBLC to discuss their child's progress at any time. **Example engagements with parents**: Parents are welcome to attend all meetings and are invited when significant changes in placement are being discussed for an individual student. Parents can also request a meeting of

	the SBLC to discuss their child's progress at any time. Parent phone calls are made by grade-level interventionists whenever significant changes in intervention are made. **Example decisions SBLC team can make**: As per *Bulletin 1508*, in determining options for a student, these options include but are not limited to: • Conduct no further action at this time • Continue current intervention and progress monitoring through the RTI process • Conduct additional interventions through the RTI process (change intervention or change tier) • Refer the student to the appropriate committee to conduct a 504 evaluation • Refer the student for appropriate support services (i.e. counseling, health services, speech-language therapy) • Refer the student for an individual evaluation if an exceptionality is suspected
Appraisal Team	**Members of appraisal team**: Members of the appraisal team, based on potential eligibilities and needs of the student, may include: School Psychologist, Speech-Language Pathologist, School Counselor, School Nurse, Special Education Teacher, General Education Teacher, Paraprofessional, Occupational Therapist, Physical Therapist, Adaptive Physical Education Teacher, Audiologist, Social Worker **Example engagements with parents**: Parents are invited to attend all meetings when the decision is made to open an initial evaluation. Parents are included in the evaluation process through a parent interview and other methods as needed. Parents are invited to the eligibility determination meeting and are part of the eligibility determination team. **Example decisions appraisal team can make**: Students may qualify for a *Bulletin 1508* exceptionality and special education services, they may qualify for a 504 exceptionality and appropriately tiered related academic and/or behavioral support services, or they may not qualify for any exceptionality but be referred for additional academic and/or behavioral supports.
Instructional and Related Services Provision and Staffing	
Specialized Instruction	# Special Education Teachers: 8 # Paraprofessionals: 7 # Academic Interventionists: 7 Examples of curricula: Phonics Blast, Phonics Boost, REWARDS, Handwriting Without Tears
Speech/language	# On staff or contracted from external provider: 1 full-time Speech Language Pathologist (SLP), 1 full-time SLP Assistant
Audiology	# On staff or contracted from external provider: none If not currently providing service, plan to deliver service in future: If services were needed from an audiologist, we would contract out with a local service provider in New Orleans.
Counseling (mental	# On staff or contracted from external provider: 1 full-time School Counselor

health and other therapies)	and 19 outside providers
Occupational therapy	# On staff or contracted from external provider: 1 Occupational Therapist provider contracted through Ergo Tech
Physical therapy	# On staff or contracted from external provider: 1 Physical Therapist provider contracted through Southern Flex Rehabilitation.
Health/Nursing services	# On staff or contracted from external provider: 1 full-time Nurse
Orientation and mobility services and accessibility (including interpreting services)	Describe accessibility accommodations available to students: The school has an elevator and is fully ADA-compliant. We currently do not have any students with orientation impairments or interpreting needs. When a student enrolls who has any orientation or mobility impairments, we will assess the student to determine his/her needs, develop and appropriate IEP to address his/her needs, and provide the required services, accommodations, and/or training. # On staff or contracted from external provider: none If not currently providing service, plan to deliver service in future: If services were needed, we would contract out with a local provider in New Orleans.
Adaptive physical education	# On staff or contracted from external provider: 1 APE teaching provider contracted from external provider
Specialized Transportation	Methods of transportation: We currently have 1 specialized bus that provides transportation to and from school for students that need special transportation. This bus has a paraprofessional support monitor.
Assistive Technology	Examples of supports: whisper-phones, calculations (visual, fraction, graphing), special paper (raised lines, wider lines, carbon copy, stop/go box), special scissors, pencil grips, manipulatives, number line, number chart, charcoal pencils, 'y' pencils, visual schedules, iPads, communication boards, push buttons for communication, adapted keypad (intellikeys), alternative computer mouse, large print, magnifier, slant board, adapted stander, seat cushion, color-coded items, easy readers, color overlays, recorded material, text-to-speech, word walls, word processor, graphic organizers, abacus, coinulator, talking clock/calculator, highlighters

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
General Info:	Special education teachers will service the scholar in the regular education setting on deficit areas (based on Evaluation & IEP Committee decision).	Special education teacher will service the scholar in a special setting on modified grade-level material in the scholar's deficit areas (based on Evaluation & IEP	Special education teacher will service the scholar in a special setting on lower grade-level material in the scholar's deficit areas (based on Evaluation & IEP

		Committee decision).	Committee decision).
PK – 5	Supports within Inclusion are based on an individual basis and meet the IEP requirements for each student. Examples include (but are not limited to): having the special education teacher in the general education class for specified minutes (providing small group instruction, slightly modified assignments and activities, and/or specific accommodations or modifications needed for each student), individualized schedules, paraprofessional support (when needed), specialized seating, and/or alternative behavior system support. Students' performance is monitored for each 9 week period and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.	Supports within Resource are based on an individual basis and meet the IEP requirements for each student. These supports may include (but are not limited to): working with the special education teacher in a pull-out setting for specific minutes and areas (small group instruction, modified assignments and activities, reviewing base skills), providing accommodations or modifications needed for each student during pull-out time and providing them to the regular education teacher when needed, individualized schedules, paraprofessional support (if needed), specialized seating, hands-on activities, and/or alternative behavior system support. The academics during the pull-out time is provided at a slower pace than in the regular education setting. The special education teacher also reviews the base skills needed for the grade level lesson prior to introducing the grade level lesson for the week. Students' performance is monitored for each 9 week period and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.	Supports within the Self-Contained room are based on an individual basis and meet the IEP requirements for each student. Such supports may included (though not be limited to): working with the special education teacher in a self-contained setting for specific minutes and in specific subject areas (small group instruction, assignments and activities modified to the appropriate instructional level), providing accommodations or modifications needed for each student, social skills lessons, functional living skills lessons, individualized schedules, paraprofessional support (if needed) specialized seating, hands-on activities, and/or alternative behavior system support. The academics provided in a Self-Contained setting are on the scholars' instructional level and may be 3-4 years below grade-level (depending on scholars' ability). It is provided at a slower pace than in the regular education setting and the pull-out setting. Students' performance is monitored for each 9 week period and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.
6 – 8	Supports within Inclusion are	Supports within Resource	Supports within the Self-

	based on an individual basis and meet the IEP requirements for each student. Such supports include (but are not limited to): having the special education teacher in the general education class for specific minutes (providing small group instruction, slightly modified assignments and activities, and/or accommodations or modifications needed for each student), individualized schedules, universal paraprofessional support (if needed), paraprofessional support for specific subjects, use of read aloud programs for class assignments, specialized seating, hands-on activities, peer buddy for note taking, and/or alternative behavior system support. Students' performance is monitored for each 9 week period and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.	are based on an individual basis and meet the IEP requirements for each student. These supports may include (but are not limited to): working with the special education teacher in a pull-out setting for specific minutes and areas (small group instruction, modified assignments and activities, reviewing base skills), providing accommodations or modifications needed for each student during pull-out time and providing them to the regular education teacher when needed, individualized schedules, paraprofessional support (if needed), paraprofessional support for specified subject areas, use of read-aloud programs for class assignments and assessments, specialized seating, hands-on activities, and/or alternative behavior system support. The academics during the pull-out time is provided at a slower pace than in the regular education setting. The special education teacher also reviews the base skills needed for the grade level lesson prior to introducing the grade level lesson for the week. Students' performance is monitored for each 9 week period and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is	Contained room are based on an individual basis and meet the IEP requirements for each student. Such supports may included (though not be limited to): working with the special education teacher in a self-contained setting for specific minutes and in specific subject areas (small group instruction, assignments and activities modified to the appropriate instructional level), providing accommodations or modifications needed for each student, social skills lessons, functional living skills lessons, individualized schedules, paraprofessional support (if needed) specialized seating, hands-on activities, and/or alternative behavior system support. The academics provided in a Self-Contained setting are on the scholars' instructional level and may be 3-4 years below grade-level (depending on scholars' ability). It is provided at a slower pace than in the regular education setting and the pull-out setting. Students' performance is monitored for each 9 week period and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.

		needed.	
9/T9 – 12	n/a	n/a	
Description of extended school year services:	**Identification**: Scholars car be identified based on the criteria marked on their current IEPs (regression-recoupment, critical point of instruction – academic and/or behavior/social, self-injurious behavior, excessive absences caused by health conditions, or late entry). The individual student's data is reviewed, and forms based on criteria checked on each IEP are completed to determine if the scholar qualifies for ESY services. **Delivery**: When eligible, ESY services are provided on the school campus within our extended school year calendar. The qualifying scholars will receive the additional services based on the ESY IEP. The number of days and hours per day each scholar will receive ESY services are determined at the ESY IEP meeting based on the time needed for the scholar to progress toward acquisition or maintenance of the goal(s) and objectives selected for ESY.		
Description of specialized program(s):	1. Grades 5-8 Intervention Block: All Akili scholars participate in an intervention block. The 5-8 intervention block is a scheduled time in each grade level's schedule. During this time, students are grouped based on ability for remediation in needed skills based on literacy levels, as determined by F&P screening. 2. Personalized Learning: All Akili scholars participate in personalized learning. Some classes use computer-based programs for ELA and Math within the classroom as a work station while other classes go to the computer lab for personalized learning time using programs that are grade appropriate for ELA and/or math. 3. Grades K-4 Guided Reading Groups: All Akili scholars participate in guided reading groups. These groups are leveled based on literacy ability as determined by STEP and F&P screening. The groups work on the skills needed to advance to the next reading level (fluency, accuracy, sight words, phonics, comprehension, and spelling).		
Community-based Supports (out-of-school)			
Key Partnerships	Partner and services provided: • KidsmART – arts enrichment • Dancing Grounds – dance enrichment • Big Class – writing enrichment • ReNEW Schools – high needs ED services in a therapeutic setting • Recovery School District Therapeutic Day Program – high needs ED services in a therapeutic setting • Project Fleur De Lis – mental health support • TIERS Group, LSU Human Development Center – PBIS, social-emotional curriculum, RTI support		
Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile	**Methods of instruction and service delivery**: If an Akili scholar requires out-of-school instruction and/or service delivery because of placement in a special school, therapeutic program, or juvenile detention facility, or if the scholar is homebound or hospital-bound, the SBLC meets to discuss the scholar's needs and adjust either his/her 504 or IEP so that instruction can be scheduled and services provided. The SBLC may include representative(s)		

detention facility, etc.)	from the hospital, special school, therapeutic setting, or juvenile detention facility, as appropriate. Progress and effectiveness of services is monitored and assessed on a bi-weekly basis. Additionally, scholars are given homework each day with examples, when needed. Scholars can sign up for after school homework help. Scholars are also provided with ELA and math computer programs that can be utilized at home for additional academic support at the appropriate level.