

Moton Charter School Special Education Program Description

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

R.R Moton Charter School is committed to maximizing the educational success of each student based on their unique needs in accordance with to the Individuals with Disabilities Act and the Louisiana Department of Education: Bulletins 1508 and 1706. Interventions are provided by numerous personnel inclusive of regular, and special education teachers, consultants , and specialist. I- Ready is used to universally screen for Reading and Mathematics.

Moton Charter School believes each pupil is an intellectual, emotional, social, physical and psychological being. Therefore, the goal of the Special Education department is to provide an instructional program that will minimize the impact of the student's disability and maximize the students learning opportunities. This is achieved by providing a continuum of services. This reference includes those who are disabled, gifted, and talented or those with limited English language proficiency. We also strive to have all students reach their fullest potential by providing each student with a Free and Appropriate Education (FAPE).

All Special Education students will have access to the general education curriculum. Every effort will be made to accommodate student needs. Services may be provided in an inclusion or resource setting depending on the student's needs. Moton school utilizes the RTI process in the determination of school-wide support needs for all students.

B. Name and contact information for special education coordinator (school and, if applicable, network)	
School Leader of Special Education Programming; Contact Information	Mrs. Terrancenía Rodney, Student Support Coordinator Email: trodney@motoncharter.org Phone 504-245-4500
CMO Leader of Special Education Programming; Contact Information (if different)	Tarynesa "Terri" Williams, Principal twilliams@motoncharter.org Phone 505-245-4500
C. Data Snapshots	
2017-18 enrollment rate of students with disabilities served by the school	The enrollment rate of students with disabilities is 4%.
2016-17 in school and out of school suspension rate of students with disabilities served by the school	No students were removed for disciplinary reasons this school year.
2016-17 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	No students were removed for disciplinary reasons this school year.
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	The main point of contact to request an evaluation is the student's teacher who will forward the referral to the Student Support Coordinator, Mrs. T. Rodney, who will schedule an RtI/SAT meeting inclusive of the parent. Both can be contacted at 504-245-4500.
Response to Intervention: Overview	Examples of universal screeners: I-Ready Instruction and Diagnostic Assessment Examples of reading interventions: Achieve 3000, WRAT 4, Common Lit, etc.

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	<p>Examples of math interventions:</p> <p>Examples of behavior interventions:</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: Principal/designee, Classroom Teacher, RtI/SAT Chairperson, Pupil Appraisal Representative, Speech Language Pathologist, Parent, School Nurse or Social Worker, (when applicable)</p> <p>Example engagements with parents: Parents are invited to participate in the meetings by Phone, letter and follow-up phone reminders. Parent permissions are obtained at the meetings.</p> <p>Example decisions SBLC team can make: Conduct no further action, continue current intervention and progress monitoring through the RtI process, refer to committee for 504 evaluation, refer student to Pupil Appraisal Personnel for support services, refer student for Individual Evaluation if an exceptionality is suspected.</p>
Appraisal Team	<p>Members of appraisal team: Educational Diagnostician, Certified School Psychologist, School Social Worker, Teacher and Parent (School Nurse, Occupational Therapist, Physical Therapist, Adaptive Physical Education Teacher, as needed)</p> <p>Example engagements with parents: Parents are invited to participate in the evaluation process by written invitation, phone calls and parent interviews. Written Parent permission is obtained for any screening and/or evaluations. Decisions appraisal team can make: Determine the student has or does not have a disability. Refer back to the RtI/SAT team for consideration of other potential services (e.g. 504 Accommodations or other interventions.</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p>3 Special Education Teacher 3 Paraprofessionals 3 Academic Interventionists Examples of curricula: IXL, Achieve 3000, Ready Common Core, Zearn</p>
Speech/Language	Speech/Language services are provided by an external provider.
Audiology	No students are enrolled who require audiology services are enrolled at Moton Charter at this time. Should a qualifying student enroll, services will be contracted through an external provider.

Counseling (mental health and other therapies)	A full time Social Worker will provide services to students.
Occupation therapy	Moton Charter School contracts with an external partner to provide services.
Physical therapy	There are no students enrolled who require Physical Therapy at this time. Should a qualifying student enroll services will be contracted through an external provider.

Health/Nursing services	A part time nurse is contracted to provide health and nursing services to all students .
Orientation and mobility services and accessibility including interpreting services)	Describe accessibility accommodations that are available to students: Moton Charter is equipped and accessible to individuals with disabilities (ex: elevator, ramps, bathrooms, and stair way rails, etc.). Currently there are no students who require Interpreting Services, however, should a qualifying student enroll services will be provided by and external provider.
Adaptive physical education	Moton Charter Contracts Adaptive Physical Education Services from an external provider.
Specialized Transportation on	There are no students who require specialized transportation at this time. Should a qualifying student enroll services will be provided through the school's already contracted transportations service.
Assistive Technology	Assistive Technology screenings are conducted through the contracted Speech and Language consultant company. For qualifying students. At this time there are no students who qualify for such services.

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

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School-based Supports (in-school)

	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK-5	Students are served in the General Education classroom with support from the special education teacher. Who provides modifications and differentiated instruction when necessary.	Special Education teachers provide pull out services for small group/individualized instruction when necessary according to the students IEP.	Special Education Teachers paraprofessionals, technology support, teacher collaboration and resources are provided in accordance with the students IEP. In the self-contained setting.
6-8	Same as above	Same as above	Same as above
9/T9-12	N/A	N/A	N/A
Description of extended school year services:		<p>Identification: Extended School Year Program (ESYP) eligibility is determined through a collection of data of the students' performance between January and April. The data is used to determine if the student meets the criteria of regression-recoupment, critical point of instruction and special circumstance. Criteria is taken from Bulletin 1530 section 705. Service is delivered as during the regular school year documented on an ESYP IEP.</p>	

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<p>Description of specialized program(s)</p>	<p>Criteria for participation: Specially designed programs are the adaptation of needs of an eligible child as appropriate to the content, methodology, and delivery of instruction. Criteria for participation are inclusive of a need to address the child's disability and ensure the child's access to the standards that apply to all children.</p> <p>Specially designed instruction includes modifications to the regular setting, adjustments to the methods, shortened number of concepts.</p> <p>Delivery: Criteria for participation: Specially designed programs are the adaptation of needs of an eligible student as appropriate to the content, methodology, and delivery of instruction. Criteria for participation are inclusive of a need to address the child's disability and ensure the child's access to the standards that apply to all children.</p> <p>Specially designed instruction includes modifications to the regular setting, adjustments to the methods, shortened number of concepts .</p>

Community-based Supports (out-of-school)

<p>Key Partnerships</p>	<p>Partner and services provided: Moton Charter School Partners with several external partners to ensure provision of all services needed. Ex. Hubbard and Tennyson Speech services, Educational Solutions etc.</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: Moton Charter will provide Hospital Homebound services to students who meet the eligibility criteria of the Hospital Homebound program according to Louisiana State guidelines. An external provider will be contracted to provide services when required.</p>