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Moton Charter Special Education Program Description

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

Students with disabilities, at Robert Russa Moton Charter School, receive a wide range of support and services. The RtI process is a continuum of school-wide support that seeks to maximize student success and contribute to school improvement efforts. Interventions are provided by numerous personnel inclusive of regular education teachers, special education teachers, consultants and specialists. We use Dynamic Indicators of Basic Literacy Skills (DIBELS) to universally screen for reading and mathematics.

Moton Charter School believes that each pupil is an intellectual, emotional, social, physical, and psychological being and, therefore, provides support services that enable effective teaching and learning. The goal of special education is to provide an instructional program that will minimize the impact of student disabilities and maximize learning opportunities. The purpose of the program is to provide individualized instruction to meet the needs of eligible students and to develop academic, social, and emotional skills.

All special education students will have access to the general education curriculum. IEP goals and objectives must indicate access to the general education curriculum standards and benchmarks as mandated by the State. Every effort will be made to accommodate special education students in general education settings. These students may be pulled out of general education settings and provided instruction in special education settings only when the goals/objectives and services outlined on the IEP cannot be implemented in general education settings. A variety of methods and teaching strategies will be utilized in meeting the educational needs of special education students. Methods and strategies used will address varied learning styles.

A student with an exceptionality is entitled to receive a free appropriate public education. Special education and related services must be available to meet the unique needs of the student and must be specifically designed for the individual student. There are federal and state laws and regulations that guarantee that a student with an identified exceptionality must have equal opportunity to benefit from public education that is appropriate to their needs.

The Robert Russa Moton Charter School will ensure that all students are provided a free appropriate education (FAPE) in the student's least restrictive environment. This reference includes those who are disabled, gifted and talented, or those with limited proficiency in the English language, are given access to a free public education.

Name and contact information for special education coordinator (school and, if applicable, network)	
School Leader of Special Education Programming Contact Information (if different)	Carol Bailey cbailey@motoncharter.org (504)245-4400
CMO Leader of Special Education Programming:	

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Contact Information (if different)	
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B. Data Snapshots	
2016-17 enrollment rate of students with Disabilities served by the school	5%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	0
2015-16 number of students with disabilities who are removed for disciplinary reasons for more than 10 days in one academic year	0

C. 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	School Student Assistance Team (SAT) Chairperson (504) 245-4400 and/or Classroom Teacher
School Building Level Committee (SBLC)	<p>Members of the SBLC: Principal/Designee, Classroom Teacher, Referring Teacher, and the Parent</p> <p>Every effort is made to ensure that parents participate in these meetings at all times.</p> <p>Engagement with Parents: Parental permission is obtained for any screenings and/or evaluations. Parent contact (e.g. written parent invitation, telephone contacts, etc.) is made to ensure attendance and parental involvement.</p> <p>Example decisions SBLC team can make:</p> <ol style="list-style-type: none">1. Conduct no further action at this time.2. Continue current intervention and progress monitoring through the Rtl process.3. Conduct additional interventions through the Rtl 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.

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Appraisal Team	<p>The appraisal team may include an educational diagnostician, school psychologist, and/or related service provider; such as speech/language therapist, occupational therapist, physical therapist, or adapted physical education teacher.</p> <p>Example engagements with parents: Parental permission is obtained for any screenings and/or evaluations and parental contact (e.g., written invitation, phone call, etc.) is made to encourage attendance and parental involvement.</p>
Instructional and Related Services Provision and Staffing	
Specialized Instruction	<p># Special Education Teachers: 3 # Paraprofessionals: 0 # Academic Interventionists: 2</p>
Speech/Language	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:</p>
Audiology	<p># On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future:</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: We plan to contract and utilize the services of therapists, when needed.</p>
Physical therapy	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: We plan to contract and utilize the services of physical therapists, when needed.</p>
Health/Nursing services	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:</p>
Orientation and mobility services and accessibility including interpreting services	<p>Describe accessibility accommodations that are available to students:</p> <p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: We plan to contract and provide accessibility services to students, when needed.</p>
Adaptive physical education	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:</p>
Specialized Transportation	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: We plan to provide the services, as needed.</p>

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Assistive Technology	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: We plan to contract and utilize the services, when needed.
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D. 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
PK-5	Trained teachers and paraprofessionals, technology professional development, collaborative support, resources provided in accordance with each student's IEP.	Trained teachers and paraprofessionals, technology professional development, collaborative support, resources provided in accordance with each student's IEP.	Trained teachers and paraprofessionals, technology professional development, collaborative support, resources provided in accordance with each student's IEP.
6-8			
9/T9-12			
Description of extended school year services:		<p>Identification: Personnel will consider the requirements specified in Bulletin 1530 Section 705 when determining identification for ESYS.</p> <p>Delivery: Services determined by each student's IEP.</p>	
Description of Specialized program(s)		<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 at</p>	

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	one sitting, preferential seating, modified assignments, etc.
Community-based Supports (out-of-school)	
Key Partnerships	<p>Partner and services provided: New Orleans Speech and Hearing is one of the entities that we use to have hearing and vision screenings provided to our children.</p> <p>We will develop other partners and service providers in the future.</p>
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p>Description of Supports within Inclusion Those students in need of hospital/ homebound services receive such through the school. The school sets up/makes arrangements for all services. All special education services are based on the student's IEP.</p> <p>If not providing service, plan to deliver service in the future: We plan to contract and deliver any future needed services not being provided, as needed.</p>