



### Special Education Program Description

**A. Description of overall philosophy** (200 word limit): Fannie C. Williams Charter School is committed to providing an outstanding educational experience based on the unique needs of each student according to the Individuals with Disabilities Act and the Louisiana Department of Education: Bulletin 1508 and 1706. The FCWCS Special Education Department will provide a continuum of services from the least restrictive environment to a more restrictive environment:

**Inclusion based Setting-** Special Education teachers work with students primarily in the classroom and provide pull out services for small group/ individualized instruction when necessary according to the special education minutes stated on each student’s individualized education plan

**Self-contained setting-**This setting is for students with disabilities who require instruction from a Special Education teacher in a more restrictive environment. This setting focuses on a life skills curriculum and provides students with the instruction they need to be as independent as possible upon leaving our school and transitioning to a high school setting.

The FCWCS Special Education Department’s purpose is to ensure that our special needs students receive and follow the 4 P’s: Prompt- services and instruction rendered appropriately and on time, Polite- students’ are provided with the appropriate social and behavioral skills, Productive- Work hard to meet all goals set forth on their individual IEP, and Prepared-upon exiting 8<sup>th</sup> grade, the student will be ready to successfully transition to a high school setting

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

School Leader of Special Education Programming; Contact Information	Kara Gardner, Special Education Chairperson kara.gardner@fcwcs.org
CMO Leader of Special Education Programming; Contact Information (if different)	Kelly Batiste, Principal kelly.batiste@fcwcs.org

**C. Data Snapshots**

2017-18 enrollment rate of students with disabilities	13.2%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	10.3%
2016-17 nnumber 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	Response to Intervention Chairperson
Response to Intervention	Examples of universal screeners: N/A



### Special Education Program Description

<p>Overview</p>	<p>Examples of reading interventions: i-Ready Reading Computer based program          Examples of math interventions: i-Ready Math Computer based program          Examples of behavior interventions: Universal Behavior Screener- Student Risk Screening Scale (SRSS), School wide responsibility trackers, School wide Positive Behavior Support system, Functional Behavior Assessments (FBAs) Behavior Intervention Plans (BIPs), Check In/Check Out system, Counseling/Social Work services, group/individual counseling</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: Pupil Appraisal Representative, Principal (or designee), Reading Interventionist, Speech and Language Pathologist, Parent, Student’s teacher, School Nurse or Social Worker (when applicable)</p> <p>Example engagements with parents: Parents are invited to attend an SBLC meeting to discuss their child’s academic, behavioral or health difficulties and the effectiveness (or lack of) current services and supports in meeting the student’s instructional needs. Parental permission is obtained for any screenings and/or evaluations and parent contact (e.g., written parent invitation, phone call, etc.) is made to encourage attendance and parental involvement.</p> <p>Example decisions SBLC team can make: After careful review of all data, the SBLC team could recommend the following:</p> <ul style="list-style-type: none"> <li>• No further action needed</li> <li>• Continuation of current interventions and progress monitoring through the RTI process</li> <li>• Implementation of additional interventions, referral to an outside agency, recommendation of classroom strategies, and recommendation of individual/group or home interventions</li> <li>• Referral of student to Section 504 committee to determine if eligible for 504 services and an Individual Accommodation Plan</li> <li>• Referral to pupil appraisal staff for other support services</li> <li>• Referral to pupil appraisal staff for in individual evaluation (special education evaluation)</li> </ul>
<p>Appraisal Team</p>	<p>Members of appraisal team:</p> <ul style="list-style-type: none"> <li>• Educational Diagnostician</li> <li>• Certified School Psychologist</li> <li>• Speech/Language Pathologist</li> <li>• Qualified School Social Worker</li> <li>• Occupational Therapist</li> <li>• Physical Therapist</li> <li>• School Nurse</li> <li>• Adapted Physical Education Teacher</li> </ul> <p>Parents participate in the evaluation process by being a member of the evaluation team and providing information to the education diagnostician through an interview.</p>



### Special Education Program Description

	<p>Example decisions appraisal team can make: The Pupil Appraisal Team provides screening services and diagnostic evaluation for qualifying students. The team works with parents, teachers and other school personnel to develop and implement educational interventions based on the needs of the student and results of diagnostic testing.</p> <p>Following a comprehensive evaluation and staffing, the following decisions can be made:</p> <ul style="list-style-type: none"> <li>• The student may be classified with an exceptionality, and then documented on the IEP.</li> <li>• The student may not be classified with an exceptionality under IDEA. The student may then be referred back to the SAT for consideration of other potential services (e.g. 504 Accommodation Plan)</li> </ul>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 6            # Paraprofessionals: 6            # Academic Interventionists: 2</p> <p>Examples of specialized curricula: Unique Learning System is a standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum.</p>
Speech/language	One full time and one part time Speech Therapist on staff
Audiology	Currently there are no students enrolled in our school who require audiology services. However, should a student enroll; FCWCS contracts with the SUNS Center who has an audiologist on staff to provide services.
Counseling (mental health and other therapies)	FCWCS has partnerships with several mental health agencies that offer services in school and home: Enhanced Destiny Services, Acceptable Health, Lighthouse Mental Health services
Occupational therapy	FCWCS contracts Occupational therapy services for qualifying students from an external provider.
Physical therapy	FCWCS contracts Physical therapy services for qualifying students from an external provider.
Health/Nursing services	FCWCS has a Nurse on staff and provides health and nursing services to qualifying students.
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations are available to students:            FCWCS is equipped and accessible to individuals with disabilities (ex: elevator, ramps, bathrooms, Stryker Evacuation chair, etc.)</p> <p>Currently our school does not require Interpreting Services, however, should a student enroll we provide services through an external provider.</p>
Adaptive physical education	FCWCS contracts Adaptive Physical Education services from an external provider.
Specialized Transportation	Methods of transportation: FCWCS provides special transportation services (wheel chair accessibility, curb to curb) to qualifying students.



### Special Education Program Description

Assistive Technology	FCWCS contracts with the SUNS center to provide Assistive Technology screenings when necessary for qualifying students. Examples of supports: Communication devices, special seating equipment, therapeutic equipment
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#### 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	Special Education teachers work with students primarily in the classroom and provide instruction with accommodations, modifications and differentiated instruction when necessary and according each student's individualized education plan.	Special Education teachers provide pull out services for small group/ individualized instruction when necessary according to the special education minutes stated on each student's individualized education plan.	Special Education teachers provide instruction to students with disabilities in a self-contained setting who require instruction in a more restrictive environment. This setting focuses on a life skills curriculum and provides students with the instruction they need to be as independent as possible upon leaving our school and transitioning to a high school setting.
9/T9 – 12	N/A	N/A	N/A
Description of extended school year services:	<p>Extended School Year Program (ESYP) is the provision of special education and related services to students with disabilities in accordance with an IEP beyond the normal school year of the LEA and at no cost to the parents of the student.</p> <p>Identification: The ESYP Eligibility Criteria must be used in determining eligibility for extended school year services. The IEP team, (teacher, speech-language pathologist, OT, PT, parent, social worker, etc.), provides instruction and collects data on the student's performance.</p> <p>These data are used to determine whether there is a <b>need</b> for the ESYP. Students who meet the criteria are screened annually to determine their eligibility for ESYP. Personnel consider the requirements specified in Bulletin 1530 Section 705 (e.g. Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) for ESYP services.</p> <p>Delivery: As during the regular school year, the ESYP IEP team must document instructional activities on lesson/activity plans. Ongoing student performance assessment is always an integral part of any educational program; it should be documented on appropriate data collection forms (e.g., grade book, checklist, task analysis form) and progress reports.</p>		
Description of specialized program(s):	<p>Criteria for participation: N/A</p> <p>Delivery: N/A</p>		



### Special Education Program Description

<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	Partner and services provided: The SUNS Center
Other out-of-school instruction and supports	FCWCS provides Hospital/Homebound services to students who meet the eligibility criteria of the Hospital/Homebound program according to Louisiana State Guidelines. We will also ensure that students who require placement in a special school, therapeutic setting, or juvenile detention facility receive the appropriate placement/setting by maintaining jurisdiction but also providing the appropriate setting to achieve academic success.