

EDGAR P. HARNEY SPIRIT OF EXCELLENCE ACADEMY

SPECIAL EDUCATION PROGRAM DESCRIPTION per the SPLC Agreement

A. Description of overall philosophy (200 word limit)

Our belief at Edgar P. Harney Spirit of Excellence Academy (SOEA) is that children can best be served through cooperative efforts of teachers, principals, support personnel and parents. To meet the needs of all students ranging from those with special abilities or minor exceptionalities to those with more extreme exceptionalities, a complete system of support services, identification of students with exceptionalities, and service provision has been developed.

Harney (SOEA) provides a continuum of direct, related and support services to meet the needs of students with exceptionalities. Services included but are not limited to gifted, talented, speech, occupational and physical therapy, adapted physical education, visual impairment, counseling, and social work. Additionally, appropriate classroom placement ensures all students with exceptionalities have the same educational and social opportunities as their peers.

Our students are educated in a school community where everyone belongs and is accepted. Every attempt is made to educate students with special needs in the least restrictive (inclusive) environment. Our primary goal is integration of students into general education classes; however, we make modifications and provide supplementary aids and services in an effort to foster success.

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

School Leader of Special Education Programming; Contact Information	Diana Williams 504-373-6230 <a href="mailto:dianawilliams1955@gmail.com">dianawilliams1955@gmail.com</a>
CMO Leader of Special Education Programming; Contact information (if different)	Not applicable

C. Data Snapshots

2016-2017 enrollment rate of students with disabilities served by the school	15.5%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	33.3%
2015-2016 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

Appraisal/Evaluation	
Main point of contact if a parent would like to request an evaluation	Diana Williams, Special Education Coordinator and Karen Gusman, Educational Diagnostician
Response to intervention Overview	Response to Intervention (RTI) is a tiered process that provides high quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. Essential components include monitoring academic and/or behavioral student progress and making data-driven decisions about student curriculum based on a review of that progress. Tier I is the level at

	<p>which students are achieving grade-level success. Tier II is implemented when students need strategic support to achieve grade-level success. Tier III is the level at which students need intensive support to achieve grade-level success. The RTI process is designed to help school personnel and parents utilize data-based decisions to improve the educational outcomes for all students, especially those students whose success is at risk due to academic or behavioral challenges. Universal screenings are reviewed by cluster groups (teachers/coaches/assistant principal).</p> <p>Harney’s academic Universal Screenings include, but are not limited to: DIBELS Next for grades K-3 (reading); Scholastic Reading Inventory (SRI) for grades 4-8 (reading); AIMSweb for grades K-8 (math). These academic screenings will be conducted 3 times during the school year (beginning of the year, mid-year, and end of the year). Results will be tracked and progress will be monitored. To predict Social Emotional problems and the possible need for interventions, the Strengths and Difficulties Questionnaire (SDQ) will be administered for grades K-8. The SDQ questionnaire for educators will be administered about 1 month after school begins, allowing the teacher(s) time to get to know the student(s). The SDQ informant supplement for parents will be shared with parents at our Open House in mid-September. Students in middle school (6<sup>th</sup>-8<sup>th</sup>) will complete the self report form in September too. The information generated from the multi-informant SDQ forms will be tallied. Interventions, FBAs and BIPs will be provided. Follow-up SDQ forms and questions are used to monitor the student’s progress with interventions. Additional screening instruments will be used if needed.</p> <p>Data from all of the universal screenings, as well as from the state LEAP test, aid in determining appropriate programming (Tiered Intervention) for students. Reading interventions include Reading Street (K-5); Study Island (K-8); Imagine Learning (K-8); Voyager Passport (K-3); READ 180 (4-8); Elements of Learning/Elements of Literature- Reading Common Core (6-8). Math interventions include Imagine Learning (K-8); Study Island (K-8) and Eureka Math (K-8). Behavior Interventions include Positive Behavior and Intervention Support (PBIS), as well as FBAs and BIPs, individual and group counseling, and agency referrals when necessary. PBIS school expectations are Be Respectful; Be Responsible; Be Prepared; Be Safe. Positive consequences for exhibiting positive behavior include Harney Bucks; Harney Buck Redemption; STAR Student of the Week; Hallway Dances; Fun Fridays; and other Stinger Celebrations. Tier II and III interventions may include Check-In/Check-Out and Behavior Trackers, Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP), individual and group counseling, and agency referrals when necessary.</p>
<p>School Building level Committee (SBLC)</p>	<p>SBLC members include the following:  CEO/Principal – MED; CAO/Assistant Principal – MED;  Educational Diagnostician- MED; Licensed Clinical Psychologist – PhD; Speech-Language Pathologist – MS, CCC-SLP; School Counselor, MA; School Social Worker – MSW; Special Education</p>

	<p>Coordinator – MED; Registered School Nurse; classroom teachers (general &amp; special who have Bachelor and Master qualifications); parents; other personnel who may provide suggestions for interventions/strategies to be employed in the educational environment or at home ( for example, Licensed Occupational Therapist – BS, Licensed Physical Therapist; Adapted Physical Education Evaluator – BS; Visual Impairment/Mobility Specialist, PhD)</p> <p>SBLC/RTI Committee</p> <p>Reviews and analyzes all screening data, including RTI results, to determine the most beneficial option for the student. The Committee’s options include the following:</p> <ol style="list-style-type: none"> <li>1. Conduct no further action.</li> <li>2. Continue current intervention and progress monitoring through the RTI process.</li> <li>3. Conduct additional interventions through the RTI process.</li> <li>4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.</li> <li>5. Refer the student to pupil appraisal personnel for support services.</li> <li>6. Refer the student to pupil appraisal personnel for an individual evaluation if exceptionality is suspected.</li> </ol> <p>Parents/family members of students who have participated in Tier II or Tier III interventions may be invited to meet with the RTI committee to discuss their child’s progress. The school counselor, teacher, interventionist and educational diagnostician may meet with parent/family members to determine if different or additional support may be needed at home or from community agencies. It may be suggested that the student participates in the after school tutoring program. Additional support via computer instructional programs, small group/individualized assistance may be described/discussed with parent/family. Data are shared with parent/family. Options are discussed with parent/family (Additional Tier II or III support, possible 504 accommodation plan or possible referral for a multi-disciplinary evaluation). When parents cannot come to the school, telephone conferences may be conducted. The SBLC/RTI looks at data demonstrating that the student was provided with appropriate scientific research-based instruction (including interventions) in the general education setting; instruction delivered by qualified personnel; progress monitoring data as required by federal and state guidelines.</p>
Appraisal Team	<p>Appraisal Team Members include the following:  Educational Diagnostician- MED; Licensed Clinical Psychologist – PhD; Speech-Language Pathologist – MS, CCC-SLP; School Counselor, MA; School Social Worker – MSW; Special Education Coordinator – MED; Registered School Nurse; Licensed Occupational Therapist – BS, Licensed Physical Therapist; Adapted Physical Education Evaluator – BS; Visual Impairment/Mobility Specialist, PhD)</p>

Appraisal Team members work closely with SBLC/RTI committee members. Membership composition overlaps. The appraisal team looks at the following:

- The SBLC/RTI Committee has documentation that the RTI process addressing academic and/or behavior concerns, or the speech or language intervention(s) addressing communication concerns have included:

1. Scientifically researched-based intervention(s) implemented with fidelity as evidenced by data sheets, computer-generated records, or other permanent products.
2. Monitoring of the student's progress relative to peers, at reasonable intervals.
3. Evidence that the student's rate of progress relative to peers was not adequate.

- The SBLC/RTI Committee provides data-based documentation that the student's lack of educational progress is not directly due to the following considerations:

1. Lack of appropriate, explicit and systematic instruction in reading which includes the essential components of reading instruction: phonics, phonemic awareness, fluency, comprehension, and vocabulary (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected).
2. Lack of appropriate instruction in math e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected.
3. Limited English proficiency.
4. Environmental or economic disadvantage
5. Cultural factors

Pupil Appraisal members provide assistance to instructional personnel in the development/implementation/monitoring of behavioral and/or instructional interventions through the RTI process, PBIS and as needed. For example, appraisal team members provide training to teachers and help implement the Superflex program (super hero social thinking/behavior curriculum) with groups of students (geared to age level)

Appraisal members communicate with parent(s) throughout the evaluation process. The evaluation process is explained in detail to parents before their written permission is secured. Parents are provided the Louisiana Educational Rights of Children with Disabilities Special Education Processes Procedural Safeguards booklet; Parent FAQs: Special Education in Charter Schools; and Edgar P. Harney Disability Discrimination Complaint Procedures. Parents are shown the data that has led to the consideration for an evaluation. The team makes efforts to incorporate parents as partners in the evaluation process. Parents have been provided by

	<p>pupil appraisal members, for example, reading comprehension materials to assist their children at home. This may include web site information, workbooks, activity packets, etc. Consultation by appraisal members with parents is available and/or conducted throughout the evaluation process to discuss/establish behavior rewards for example. Appraisal members are student advocates and strive to make recommendations that assist students to remain and profit from participation in the general education curriculum whenever and as often as possible.</p> <p>The appraisal team adheres to specified evaluation procedures: Specific procedures are provided for each suspected exceptionality, special services and related services as per Bulletin 1508 Pupil Appraisal Guidelines.</p>
<b>Instructional and Related Services Provision and Staffing</b>	
<b>Specialized Instruction</b>	<p>Special Education Teachers: 3, Paraprofessionals: 2, Academic Interventionists: 2</p> <p>Students' IEP goals frame instruction. The Louisiana Extended Standards and the Common Core State Standards/Curriculum (which may be modified as needed for exceptional students) are utilized. Reading Street, Eureka Math, Elements of Language/Elements of Literature and Reading are included. Accommodations through IEPs are provided to ensure success for students in the least restrictive environment.</p>
<b>Speech/language</b>	<p>One Speech-Language Pathologist is on staff. The focus of school-based speech language pathologist at Edgar P. Harney Spirit of Excellence Academy is to remediate, improve, or alleviate student communication and swallowing problems within the educational environment. To meet this goal, school-based speech-language pathologists:</p> <ul style="list-style-type: none"> <li>(a) prevent, correct, improve, or alleviate articulation, fluency, voice, language, and swallowing impairments</li> <li>(b) reduce the functional consequences of the communication and swallowing disabilities by promoting the development, improvement, and use of functional communication skills; and</li> <li>(c) provide support in the general educational environment to lessen the handicap (the social consequence of the impairment or disability) by facilitating successful participation, socialization, and learning.</li> <li>(d) the services offered include: screening, evaluation, consultation, development of speech and language support services, and implementation of speech and language support services.</li> </ul> <p>All students who have IEPs that specify the provision of speech-language services must receive those services by a qualified speech-language pathologist. Speech language pathologists in the schools must hold a valid license, issued by the Louisiana Board of Education, a Master's degree in Speech Language Pathology, with clinical experience (tracking the requirements for the Certificate of Clinical Competence in Speech-Language Pathology offered by the American Speech-Language-Hearing Association</p>

	<p>and consistent with those of the Louisiana Board of Audiology and Speech-Language Pathology). IDEA requires that personnel providing services to students with disabilities be qualified and hold the necessary credentials required by the state education agency. In addition, IDEA specifies that qualified professionals conduct assessments and that the decisions regarding a student's eligibility for special education include personnel representing the discipline providing the assessments.</p> <p>The Speech-language pathologist at Edgar P. Harney implements service delivery models and treatment approaches that are proven to be beneficial on the basis of the highest level of scientific-based research/evidence-based practices available. The Speech language pathologist maintains appropriate documentation and data collection systems, which includes recording dates the services were provided and what goals were addressed.</p>
Audiology	Our school has not had an audiologist; however if the need arises, an audiologist will be contracted/sought from reputable agencies (for example, New Orleans Speech and Hearing Center). The audiologist will serve as an evaluator as needed and as a service provider through the IEP as needed.
Counseling (mental health and other therapies)	One school counselor is on staff. One social worker is contracted from an agency. At Edgar P. Harney Spirit of Excellence Academy we offer individual and group counseling to students who need help with school adjustments. Those adjustments include but are not limited to time management skills, organizational skills and social emotional challenges. Immediate assistance is provided for those students who experience problems, and long range services are made available when necessary. These services may include providing educational information, social work services, and/or referral services. Currently, we work with the following agencies: Children's Bureau of Greater New Orleans; Choices, Clark Community Services; Enhanced Destiny; Milestones; NCFS Positive Directions, American Active Rehabilitation
Occupational Therapy	One occupational therapist is contracted to serve as an appraisal team member and as a service provider. The therapist assesses and provides services as needed in the areas of fine motor, visual motor, visual perception, self-help skills and sensory processing.
Physical Therapy	One physical therapist is a contracted to serve as an appraisal team member and as a service provider. The therapist assesses and provides services as needed in the area of gross motor functions. Services may include stretching, strengthening, standing, floor mobility, positioning and adaptive seating.
Health/Nursing Services	One school nurse is on staff. The nurse is involved in developing and implementing the instructional program for students who receive special education services. It is important to consider the overall strengths and needs of the students. This includes considering the student's health needs. Open communication must exist among the school nurse, the classroom teacher and the parents. An alert sheet must be completed on each student with a copy going to the school nurse and a copy kept in an accessible location for easy retrieval in case of an emergency. Students who require health services as a related service, or who have a health condition that must be monitored by the school nurse, must have an Individual Healthcare Plan (IHP) completed each year.
Orientation and mobility	One visual impairment instructor/orientation and mobility service provider is

<p>services and accessibility (including interpreting services)</p>	<p>contracted to serve as an appraisal team member and as a service provider. Our school contracts with The Lighthouse Louisiana. The Lighthouse Louisiana education program for students with visual impairment is multi-faceted, complete with student identification of visual needs through diagnostic, as well as, functional visual assessments and provision of services. After identifying students' needs (i.e. optical aids and devices, assistive technology, learning/reading medium, braille/large print/regular print with enlargement), the instructor of student(s) with visual impairment writes the IEP's visual components to address those identified need areas for individual students. Our building is equipped with the following mobility services and accessibility accommodations: 1 elevator (1<sup>st</sup> and 2<sup>nd</sup> floor), 1 elevator (to accommodate students to and from the stage), 3 ramps with hand rails (front door, back door and playground), bathrooms are wheelchair accessible, 1 wheelchair accessible desk, and a lift chair on the second floor ( in case of power outage or fire).</p>
<p>Adapted Physical Education</p>	<p>One Adapted Physical Education instructor is contracted to serve as an appraisal team member and as a service provider. The Adapted Physical Education services are provided to students who demonstrate a motor skill deficiency or cognitive development deficiency that prevents them from fully participating in regular physical education classes at their school. Their need for services is determined by their score on The Louisiana Competency Test for Adapted Physical Education. Once a student qualifies for services, they are given individualized goals to overcome their weaknesses. These goals are addressed individually and sometimes in small groups. Adapted Physical Educators determine how best to make their students successful and motivated to continue to participate in classes to improve their fitness, motor and sport skill development.</p>
<p>Specialized Transportation</p>	<p>Specialized transportation is provided as follows: door to door pick-up; wheelchair accessibility; motorized lift; monitor is on the bus with students; seatbelts are provided/used.</p>
<p>Assistive Technology</p>	<p>Examples of assistive technology include the following. Physical therapist assist with student use of Rifton Compass Chair (adaptive seating); appropriate equipment for Adapted Physical Educations such as oversized bats, beach ball, foam balls, medicine balls, suspended balls, beanbags, paddle as striking object for non-ambulatory student; students with visual impairment may be provided slant board, magnifying glass, bold lined paper and eyeglasses; Students with academic needs may be provided instruction through IPAD, laptops, Promethean Board, computer instructional activities/programs/tools such as Imagine Learning, Cool Math, Starfall, EASY CBM, Kurzweil, Khan Academy online; calculator and various manipulatives.</p> <p>Descriptions of specific technologies used to support students follow. Harney SOEA considers these tools to be valuable assets. These technologies aid and/or assess for learning gaps as well as assist students to maintain progress in the general curriculum.</p> <p><b>Kurzweil</b> is a text to speech tool which offers proven, research-based, literacy solutions that enable our special and general educators to connect and reach learners in a way that addresses their own unique learning challenges and build the skills and confidence needed to succeed in an academically rigorous environment. It is mainly used to enhance writing skills.</p>

	<p><b>Imagine Learning</b> caters to the student’s unique learning needs in that it offers personalized, systematic instruction that adapts to each student. For example, the program builds literacy skills in a logical manner so that students learn letters first and words second. Along with this systematic instruction, students receive feedback that helps them answer questions, such as applying a strategy they have been taught or re-reading a section of a book to look for an answer. Imagine Learning further individualizes the student’s experience with checkpoints that determine how (or if) a student receives additional instruction on a particular skill. These instructional details allow educators to use instructional time more efficiently. This program is used to enhance reading and reading comprehension skills.</p> <p><b>EasyCBM</b> is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. System reports provide information that supports evidenced-based decision making, and the interventions interface streamlines the process of keeping track of students’ instructional program, a feature that is particularly helpful for student study team meetings and parent conferences. EasyCBM is used to assess the learner before and after extended time away from school to determine extended school year eligibility under the regression recruitment guidelines.</p>
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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.			
School-based Supports (in-school)			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK-5	<p>Harney SOEA does not have a pre-kindergarten class. Inclusive programs support students in the general education curriculum. Collaboration between special educators and general educators is crucial. Through collaboration, students are supported through cooperative learning, peer tutoring, grouping/regrouping for more intense instruction, modification of assignments, and on-going progress monitoring. For example, the general educator will give lessons to the special educator. If it requires reading from any subject, the special educator uploads them to Kurzweil (text to speech software) and students have assignments read to them through Kurzweil. Students can read and research answers as long as it takes (extended time for classwork). Special education students utilize Kurzweil on computers in the general</p>	<p>Supports are provided to students, typically in small groups with similar academic needs who require more intense and explicit instruction than that provided in the general education classes. Specific high-priority skills are targeted. Direct instruction, modeling, guided practice, re-teaching, and close monitoring are provided. Typically, students receive services in the resource setting no more than 60 minutes daily. Special educators typically modify lessons that are provided in the general education setting. They present lessons in a different format. Weekly tests/quizzes or quarter tests from the general education curriculum may be given in the resource setting. Common Core Standards are</p>	<p>Supports are provided to students who have more severe sensory, social, academic, cognitive, physical difficulties who need intense support in intellectual functioning, activities of daily living, and adaptive behaviors. Students with multiple disabilities and students with severe or fragile medical conditions may be served in a self-contained setting. Students receive services that are abundant with learning activities that are of interest to them and address their learning style and processing characteristics. Students are provided assistive technology to meet their</p>



	<p>education setting. In math, for example, the special educator is either in close proximity to small groups in which exceptional students participate along with general education students, or the special educator is sitting with the group. The special educator may further clarify directions/instructions (break down/specify components) and assist group with organizing materials to complete the lesson. In inclusive programs, there is an emphasis on peer interaction (peer partners, daily paired-shared sessions). General and special educators agree upon revised grade criteria as needed.</p>	<p>addressed with collaboration between special and general education teachers. Support may include allowing students to complete assignments given in general education classes with modifications in a smaller group setting (resource setting) that has less activity/distractions. More time may be allowed to complete assignments. These technology programs are typically used to support students; Kurzweil, Imagine Learning, and the easy CBM. These programs are described in the Assistive Technology section</p> <p>Assignments may be uploaded to Kurzweil as described in the inclusion section; however students may complete the assignments in the resource setting where they can receive more individualized assistance from the special educator. The special educator may provide more manipulatives for students to use to understand problems. Students may be provided additional modifications of science/social studies lessons. For example, the special educator may use the social studies and science content to develop/support ELA skills. Support in the resource setting involves continual group changes/grouping patterns involving pre and post assessment and readjusted instructional groups to target skills. The environment may be adjusted to assist a student, for example, who has attentional difficulties; he/she may use a table divider to complete specific assignments. Peer interaction/interactive teaching is emphasized. For example,</p>	<p>individual needs. For example, students may use the IPAD, communication board, varying kinds of manipulatives, specialized equipment during occupational and physical therapy and adapted physical education sessions; and computer instructional programs. Programs may include Imagine Learning, Starfall, and Cool Math. The Louisiana Extended Standards and Common Core State Standards are used to guide instruction. Kath Staugler Rubrics are utilized. The Alternate Assessment (LAA) is addressed for these students. Attempts are made to have students spend as much time in the general education environment as possible, such as lunch, art, music, or other electives. This is done according to the best interests and safety of the individual students.</p>
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		<p>students are provided a story starter and each student in the group further develops the story – adds a sentence(s) As with inclusion, regular consultation with general educators is crucial to service provision.</p>	
6-8	<p>Support is provided by the special education teacher to the general education teachers and in-class (push-in) support is provided to students within the general education class settings. Students are supported in the general education curriculum. The same strategies described in the PK-5 program are usually implemented in the 6-8 program, including cooperative learning, peer tutoring, grouping/regrouping for more intense instruction, modification of assignments, and on-going progress monitoring. Special education teachers and sometimes para-educators are in close proximity to exceptional students and assist with note taking and completing assignments. The special educator may read (orally) questions or word problems to students and supply students with manipulatives or other materials (additional graphic organizers) they need to successfully complete assignments in the general classes. Special educators conduct small group testing in their general education classes and students are supplied with hard copies of notes. Special educator modifies assignments, for example, smaller number of answers may be required and response format may be changed to or from multiple choice and true or false. Sometimes students are allowed to use notes during tests /assignments when peers are not allowed to use their notes. As described in the PK-5 program, assignments are uploaded on to Kurzweil and students may complete</p>	<p>The supports provided for students in 6-8 are similar to those provided in PK-5; however, more emphases is given to enabling students to improve/utilize reading/math skills across the curriculum. The special educator may write diversified lesson plans based upon student abilities; as low as first or second grade to higher; one child may be working on place value, another on area and perimeter.; some on multi-digit subtraction; Students may work with computer based instructional programs on a computer rotation basis. Students may receive small group instruction with lower level instructional books in reading and math. They may use Imagine Learning for up to 45 minutes per day. They may use Kurzweil.com as a tool for having grade level material read to them for better understanding. Student may use math manipulatives such as fraction board, base ten rods and blocks, flash cards and calculators. This targeted instruction is done in short intense bursts to provide more individualized assistance than provided in the general education setting. Collaboration between the special educator and general educator is crucial particularly to address Common Core Standards.</p>	<p>The supports provided for students in 6-8 are similar to those provided in PK-5 program. IEPs are reviewed and inclusion in the general education setting is discussed/implemented as possible. Supports are continued for students to address severe sensory, social, academic, cognitive, physical difficulties who need intense support in intellectual functioning, activities of daily living, and adaptive behaviors. For this age group, more emphasis is given to functional academics and daily living skills. The following statements are repeated from the PreK-5 section. Students with multiple disabilities and students with severe or fragile medical conditions may be served in a self-contained setting. Students receive services that are abundant with learning activities that are of interest to them and address their learning style and processing characteristics. Students are provided assistive technology to meet their individual needs. For example, students may use the IPAD,</p>

	<p>assignments using the computer in their general education class setting. General and special educators agree upon revised grade criteria as needed.</p>		<p>communication board, varying kinds of manipulatives, specialized equipment during occupational and physical therapy and adapted physical education sessions; and computer instructional programs. Programs may include Imagine Learning, Starfall, and Cool Math. The Louisiana Extended Standards and Common Core State Standards are used to guide instruction. Kath Staugler Rubrics are utilized. The Alternate Assessment (LAA) is addressed for these students. Attempts are made to have students spend as much time in the general education environment as possible, such as lunch, art, music or other electives. This is done according to the best interests and safety of the individual students</p>
9/T9/12	Not Applicable	Not Applicable	Not Applicable
Description of extended school year services:	<p>The Extended School Year Program (ESYP) is the extension of educational and related services to students with exceptionalities who receive services in excess of the regular school year. ESYP services at Harney SOEA are provided to students with exceptionalities who are in jeopardy of not being able to retain the skills they have learned during the school year unless given additional support throughout the summer. The services are individual based on the student’s needs. They include instructional services, take home packages for parental implementation with consultative services, coaching, and small group direct instruction. Transportation is provided free of charge to parent(s). As per bulletin 1530 section 705, three criteria are used to determine a student's need for ESY services: Regression-Recoupment, Critical Point of Instruction, and Special Circumstances.</p>		
Description of specialized program(s)	<p style="text-align: center;">“Description of Specialized Program(s)”</p> <p>This document provides descriptions of the special education programs and services at Edgar P. Harney Spirit of Excellence Academy. These descriptions were developed based on the learner characteristics of the students. This allows Edgar P. Harney Spirit of Excellence Academy to integrate appropriate supports, professional development, assistive technology and parent supports with each program or type of service.</p>		

	<ol style="list-style-type: none"> <li>1. We provide special education services that meet the individual needs of the child, are developmentally appropriate and strength-based. These services are planned in collaboration with all the child-serving systems involved in the child's life and are provided in a supportive learning environment.</li> <li>2. We will bring special education expertise to the student in the general education learning environment to the greatest extent possible. Each grade level utilizes a computer to access Imagine Learning, which is an award-winning language and literacy software program that features interactive activities, videos, and games. It's research-based, and instructionally differentiated. Kurzweil is a comprehensive reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder or those who are English Language Learners (ELL).</li> <li>3. All instructional staff (administrators, general education teachers, special education teachers, and paraprofessional staff) is supported in developing the knowledge, skills, and attitudes to design learning environments and instruction to meet the needs of diverse learners, including those with significant disabilities. The Special Education staff is also trained in Cardiopulmonary Resuscitation (CPR).</li> <li>4. All special education instruction will be based on the Louisiana State Learning Standards.</li> <li>5. Student data analysis will be used to inform and improve instruction by utilizing the following educational aids: grade level workbooks, picture cards, weighted vests, sensory toys, reader blocks, pencil grips, adaptive pens, and educational games.</li> <li>6. Related services provided to special education students will be educationally relevant, evidence-based and will support the student's learning. These services will be provided to the student in a manner that is least disruptive to the child's learning. The Occupational Therapist, Physical Therapist, Speech Therapist, and Adaptive Physical Education staff utilizes low-function aids, such as the Picture Exchange Communication System (PECS) and iPads.</li> </ol>
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**Community-based Supports (out-of-school)**

<b>Key Partnerships</b>	<p>Currently, we work with the following agencies: Children's Bureau of Greater New Orleans; Choices, Clark Community Services; Enhanced Destiny; Milestones; NCFS Positive Directions, American Active Rehabilitation</p> <p>SBLC meets with parents to suggest community mental health services. Personnel from these agencies meet with parents, describe services and obtain permission to provide services. Some agencies provide personnel to come to our school to meet directly with students (counseling/check-in) individually. Community mental health personnel meet with students when they are not taking reading/language arts and math classes. Also, occasionally when a</p>
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	student is having a serious emotional/acting out episode, the child's counselor/social worker from a particular mental health agency may be called to come to our school to talk to the student.
Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	Currently our school does not have students who require other out of school instruction and supports. If in the future a student requires such service, Harney will meet with all the stakeholders and will provide instruction and support for the student/students who require placement in a special school, therapeutic setting, hospital or homebound setting, or juvenile detention facility. Academic instruction, as well as related services will be provided at the specified facility; assignments on computer-based programs such as, Kurzweil, Imagine Learning, and Study Island may be used for additional instruction; Easy Curriculum-Based Measurements will be used to monitor progress. The instructor(s) will either be in-school staff or hired specifically to provide such service(s).