

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

Sophie B. Wright Charter School’s mission is to prepare all students to be productive citizens of society. Our commitment is to providing educational programs and services that will support meaningful educational progress for all students with disabilities. We recognize that parents play a major role in their child’s education. Therefore, we encourage, manage, and further develop positive working relationships with parents, organizations, and outside agencies. Working together as one, we will encourage all students to achieve academic skills needed, while facilitating their social and emotional development, with a goal of becoming lifelong learners.

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

School Leader of Special Education Programming; Contact Information	Mr. Sentoris Bronner sentoris_bronner@sbwcharter.org (504) 304-3916
CMO Leader of Special Education Programming; Contact Information (if different)	n/a

C. Data Snapshots

2017-18 enrollment rate of students with disabilities served by the school	9.1%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	5.7%
2016-17 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

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Ms. D’Lacie Monk
Response to Intervention Overview	<p>Examples of universal screeners:</p> <ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) 4th-12th • Assessment and Learning in Knowledge Space (ALEKS) K-12th • Positive Behavior Intervention and Supports (PBIS) is an active part of the student support component of Sophie B. Wright Charter

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	<p>School. School Wide Positive Behavior Interventions and Supports provide an operational framework for improving student academic and behavior outcomes. It ensures that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions. School wide Positive Behavior Interventions is a decision based framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving academic and behavioral outcomes for students. The PBIS approach uses proactive, research-based strategies to teach clearly defined behavioral expectations. It establishes on-going behavior supports that can be used by all students, staff members, parents, volunteers, and community members.</p> <p>Examples of reading interventions:</p> <ul style="list-style-type: none"> • Read 180 9th-12th • Study Island <p>Whole Group Instruction:</p> <ul style="list-style-type: none"> • Instructional technology (software) • Small Group • Independent Reading • ESL Support • Pull-out Tutoring Program (Tulane University/For the Children) • After School Tutoring <p>Examples of math interventions:</p> <ul style="list-style-type: none"> • ALEKS K-12 • Study Island <p>Individualized Instruction:</p> <ul style="list-style-type: none"> • Basic skills practice • Immediate Feedback • ESL Support • After School Tutoring • Pull-out Tutoring Program (Tulane University/For the Children) <p>Examples of behavior interventions:</p> <ul style="list-style-type: none"> • HERO (http://herok12.com) • Check-in/Check-Out • FBA • BIP • Warrior Bucks
School Building Level	Members of the SBLC team:

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<p>Committee (SBLC)</p>	<ul style="list-style-type: none"> • Chairperson(s) • Principal or Designee • Parent • Student • Outside Agencies (if needed) • Pupil Appraisal Representative (if needed) <p>Example engagements with parents: Parent permission is always 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 relevant data, including RTI data, the SBLC may recommend the following actions: (note that the committee is not limited to these recommendations)</p> <ul style="list-style-type: none"> • No further action needed • Implementation of additional interventions, including referrals to an outside agency, recommendation of classroom strategies, and/or recommendation of individual/group or home inventions • Referrals of student to Section 504 committee to determine if eligible for 504 services and an Individualized Accommodation Plan • Referrals of students to pupil appraisal staff for other support services • Referrals of student to pupil appraisal staff for an individual evaluation (special education evaluation)
<p>Appraisal Team</p>	<p>Members of appraisal team:</p> <ul style="list-style-type: none"> • Educational Evaluation Services, LLC (contracting services) • Educational diagnostician • Certified School Psychologist • Qualified School Social Worker • Audiologist • Speech-Language Pathologist • Certified School Nurse <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • SBLC Meeting • Parent Consent for Initial Evaluation • Family Interview • Phone Calls (as needed) • Explanation of Evaluation Results

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	<p>Example decisions appraisal team can make: The following decisions can be made following a comprehensive evaluation and staffing:</p> <ol style="list-style-type: none"> 1) The student may be classified with exceptionality and the educational needs of the student are identified and documented on the IEP. 2) 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, tiered academic and/or behavioral supports)
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 1 Special Education Coordinator 1 full-time Special Education Teacher ESL Teacher</p> <p># Paraprofessionals: 1 full-time Paraprofessional</p> <p># Academic Interventionists: 2 full-time Academic Interventionists on staff</p> <p>Examples of curricula:</p> <ul style="list-style-type: none"> • Direct Instruction • Scaffolding Instruction • Explicit Instruction • Social Skills • Self-Monitoring Strategies • Organizational Strategies • Time Management Strategies • Multisensory Approach • Metacognitive Modeling
Speech/language	<p># On staff or contracted from external provider:</p> <p>Hubbard & Tennyson Enterprises, LLC (2 part-time Speech-Language Pathologists)</p>
Audiology	<p># On staff or contracted from external provider:</p> <p>Hubbard & Tennyson Enterprises, LLC (1 part-time Audiologist)</p>
Counseling (mental	<p># On staff or contracted from external provider:</p>

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health and other therapies)	1 full-time School Counselors 1 part-time Career Counselor (UNO Project/ACCESS)
Occupational therapy	# On staff or contracted from external provider: Contracted services are provided to a student that qualifies according to Bulletin 1508 of the LA Department of Education. If not currently providing service, plan to deliver service in future:
Physical therapy	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in future: Contracted services will be provided if a student qualifies according to Bulletin 1508 of the LA Department of Education. (Currently there are no students that receive this service)
Health/Nursing services	# On staff or contracted from external provider: 1 part-time Nurse – Contracted Services
Orientation and mobility services and accessibility (including interpreting services)	Describe accessibility accommodations are available to students: The accessibility accommodations that are available to students at Sophie B. Wright include: <ul style="list-style-type: none"> • Leveled walkways and entrances • Handicapped parking spaces (students, visitors, or employees, with an appropriate state-issue handicap placard or license plate) • Hand-rails • Ramps • Enlarged doorways and hallways to accommodate wheelchairs • Visual fire alarms • Enlarged bathroom stalls • Elevators # On staff or contracted from external provider: Services are provided according to Bulletin 1508 of the LA Department of Education.
Adaptive physical education	# On staff or contracted from external provider: Services are provided according to Bulletin 1508 of the LA Department of Education. If not currently providing service, plan to deliver service in future:
Specialized Transportation	Methods of transportation: All students at Sophie B. Wright Charter School have access to the yellow

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	<p>school buses. Services are provided according to the Bulletin 1508 of the LA Department of Education.</p> <p>If not currently providing service, plan to deliver service in future:</p>
Assistive Technology	<p>Examples of supports:</p> <p>Assistive Technology is any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. Sophie B. Wright Charter School Assistive Technology team provides screening and assessments to determine if assistive technology is required to access the academic curriculum and consultations to insure the effective incorporation of technology into the classroom for students who have a diagnosed disability or an active 504 plan.</p> <p>In use now: Calculator, Large Print, & Magnifying Sheet</p>

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 – 5	N/A	N/A	N/A
6 – 8	N/A	N/A	N/A
9/T9 – 12	Students with disabilities receive specially designed instruction with supplementary aids and services in the general education setting (i.e., modifications to the regular curriculum, computer assisted devices, note taking, physical arrangements of the class, peer supports, and related services). These services are provided by the special education teacher or para-educator.	Students with disabilities receive specially designed instruction through a special education class according to their instructional plan. These services are provided through the special education teacher as a pull-out service with individualized and small group instruction.	Students with disabilities receive specially designed instruction within a self-contained classroom throughout the school day. These services are provided in a special education classroom with the special education teacher, para-educator, and/or support staff.
Description of extended school year services:	Identification: <ul style="list-style-type: none"> • Ages 3-21 		

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	<ul style="list-style-type: none"> • Classified with a disability according to Bulletin 1508 • Current Evaluation • Current IEP • Extended School Year Plan (ESYP) • Determination Form/Documentation • Letter of Eligibility or Ineligibility <p>Delivery:</p> <p>The extended school year program is an extension of the regular school year program for students who have been determined to need this program to prevent them from losing significant skills that will impact their future life options. Therefore, the extended school year program is not an isolated summer program or a program designed to accelerate or remediate.</p> <p>ESY services are to maintain learned skills, not develop new skills, to target goals and objectives derived from the current IEP, determined on an individualized, case by case basis, provided at no cost to families, and with no budgetary constraints as a factor, based on the needs of the individual child, and there is no specific amount of time required (not the same as what the child may receive during the school year), developed through a creative use of educational and other personnel, provided in a variety of environments, including the home setting, available to any student who is eligible, evaluated annually and based on data collected during the current year to determine eligibility, and discussed at the IEP meetings by the IEP team.</p> <p>ESY services are not to develop new skills, a traditional summer school program, to meet newly developed goals and objectives, to make up for absences incurred during vacation or suspension, provided for the convenience of families, and to replace or duplicate alternative community resources.</p> <p>The IEP team discussed ESY services at the initial IEP meeting and at every annual IEP meeting. The IEP team members may also discuss ESY services through an addendum to the IEP if necessary. Parents, staff members, and students may request an IEP meeting at any time to discuss ESY services. Any student receiving special education, regardless of the disabilities category, may be eligible to receive ESY services if the IEP team determines that they are necessary for the student to receive FAPE. The IEP team members should discuss the following factors when they are considering ESY services.</p> <p>Any student receiving special education services, regardless of disability category, may be eligible to receive ESY services if the IEP team determines that they are necessary for the student to receive FAPE. The IEP team members should discuss the following factors when considering ESY services:</p>
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	<ul style="list-style-type: none"> • Regression and Recoupment- The IEP team must determine whether, without the services, there is a likelihood of substantial regression of critical life skills caused by a school break and it is expected that the student will not recover those lost skills within a reasonable amount of time following the school break (e.g., six to eight weeks after summer break) • Degree of Progress-The IEP team must review the student’s progress toward the IEP goals and objectives targeting critical life skills and determines whether, without these services, the student’s degree or rate of progress toward those goals or objectives significantly jeopardize the student’s receipt of educational benefit from his or her educational program during the regular school year. • Emerging Skills and Breakthrough Opportunities—The IEP team reviews all IEP goals targeting critical life skills to determine whether any of these skills are at a breakthrough point. When critical life skills are at this point, the IEP team needs to determine whether the interruption in services and instruction on those goals or objectives during the school break is likely to significantly jeopardize the student’s receipt of educational benefit from his or her educational program during the regular school year. • Interfering Behaviors—The IEP team determines whether the student demonstrates any interfering behavior(s) such as stereotypic, ritualistic, aggressive, or self-injurious behavior(s) targeted by the IEP goals which substantially jeopardize the student’s receipt of educational benefit from his or her educational program during the regular school year. The team also determines whether the interruption of programming for these interfering behaviors is likely to significantly jeopardize the student’s receipt of benefit from his or her educational programming during the next school year. • Nature and/or Severity of the Disability—The IEP team determines whether, without ESY services, the nature and/or severity of the student’s disability is likely to significantly jeopardize the student’s receipt of benefit from his or her educational program during the regular school year. • Special Circumstances or Other Factors—The IEP team determines whether, without ESY services, there are any special circumstances that will significantly jeopardize the student’s receipt of benefit from his or her education program during the regular school year.
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<p>Description of specialized program(s):</p>	<p>Criteria for participation: Delivery: Currently all students with disabilities are working towards a high school diploma.</p> <p>Sophie B. Wright Charter School provides a college prep and career diploma for all students. Students with disabilities are supported in the general setting with accommodations, modifications, and the special educator and support staff.</p> <p>Services for students with severe needs will be provided if a student qualifies according to Bulletin 1508 of the LA Department of Education.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided:</p> <ul style="list-style-type: none"> • Hubbard & Tennyson, LLC (Homebound Services) • University of New Orleans/Educational Talent Search Program (Career/Job Training) • City of New Orleans/ NOLA Youth Works Program (Career/Job Training) <p>Partnerships:</p> <ul style="list-style-type: none"> • Café Reconcile • Goodwill Career Center • Sidney Collier Technical College • Delgado’s Youth Occupation Skills Training Center (Career/Job Training) • ITT Tech
<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: If not currently providing service, plan to deliver service in future:</p> <p>Sophie B. Wright Charter School provides Homebound and/or Hospital services to all Sophie B. Wright Charter School students in grades 9-12, who meet the eligibility criteria of the Homebound and/or Hospital program. Instruction continues while a student is at home or hospitalized within the boundaries of the Sophie B. Wright Charter School because of medical, physical, and/or emotional problems.</p> <p>Hospital and/or Homebound services provides instruction in core required subjects for grades 9-12. The classroom teacher is responsible for providing the Homebound teacher a list of curriculum content that should be covered, including coursework, outlines, textbooks, and any other materials necessary to support the student’s instructional program. When possible, students will be enrolled in online instruction, and these materials will be used as supplemental resources. The Homebound teacher will provide</p>

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	<p>completed coursework to the classroom teacher for all subjects taught outside of his/her area of certification for the classroom teacher to review and determine the student's six week grade(s). Homebound teachers will provide grades in their area(s) of certification.</p> <p>REGULATIONS FOR THE HOSPITAL AND/OR HOMEBOUND PROGRAM: A regular program of study and preparation of lessons is required of each student. The amount of time will vary with the condition and needs of the student. This is to be determined by the teacher with input from the physician, nurse, psychologist, family, etc. An agreement between the parent, classroom teacher, hospital and/or homebound teacher and student will be made as to the amount of work to be accomplished by the student.</p> <p>The physician's documentation for the Hospital and/or Homebound services must be submitted to Sophie B. Wright Charter School prior to approval of services. New physician's orders must be resubmitted if the probable period of confinement requires an extension of services. Pregnancy leaves will only receive 6 weeks of Hospital and Homebound services, unless otherwise specified by the physician due to complications.</p> <p>A Hospital/Homebound teacher is a certified teacher responsible for grades and assignments in their area of certification in core subjects (determined by the student's schedule) in grades 9-12.</p> <p>RESPONSIBILITIES OF THE PARENT:</p> <ul style="list-style-type: none"> • To provide the Sophie B. Wright Charter School with physician's orders documenting the need for Hospital and/or Homebound services • To notify the Sophie B. Wright Charter School as soon as the student misses school due to planned or unplanned prolonged illness. • To have a parent/guardian present in the home during the entire teaching period. • To contact the school to obtain assignments in elective subjects not taught by the Hospital/Homebound teacher. Failure to obtain assignments may result in the failure of a course. • To provide transportation to the library or agreed upon location where services will take place. If the student is unable to leave their home because of the seriousness of the student's medical condition, the parent will provide an area in the home for learning which includes table and chairs, computer, internet access, and other supplies needed for the instructional period. The instructional time should be free from distractions. • To notify the Hospital/Homebound teacher as soon as possible if it is necessary to cancel the regular visit. Absences will be dealt with on an individual basis.
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	<ul style="list-style-type: none"> • To notify the Hospital/Homebound teacher prior to a scheduled session if a member of the household has a contagious/communicable disease. (i.e. pink eye, lice, flu, infectious mononucleosis, etc.) • To ensure all materials are returned to the school once services have been terminated <p>RESPONSIBILITIES OF THE SCHOOL:</p> <ul style="list-style-type: none"> • To appoint a Hospital/Homebound Designee who will complete all necessary required paperwork • To provide academic assignments to the family in subject areas not taught by the Hospital/Homebound teacher. • To provide standardized test materials and manuals, and interval tests and scoring guides to the Hospital/Homebound teacher for any students receiving Hospital/Homebound services during standardized testing and interval testing. <p>RESPONSIBILITIES OF THE HOSPITAL/HOMEBOUND TEACHER:</p> <ul style="list-style-type: none"> • To teach the student in all core subject areas. Electives taught will be decided on an individual basis, taking into consideration whether the student needs these electives to graduate or be promoted to the next grade. • To contact the parent within three days of assignment. • To work collaboratively with the classroom teacher, parent, student, and other relevant professionals to determine the amount of work to be accomplished by the student while receiving Hospital/Homebound services. This decision will be based on the individual needs of each student. Ongoing collaboration with the classroom teacher shall occur a minimum of every two weeks via email, phone call and/or in person. • To schedule an IEP conference within three days of eligibility of services, and amend or complete the Hospital/Homebound IEP within ten days of placement for all students currently receiving special education services. • To accept grades from the classroom teacher for the time that the student was in the classroom, and incorporate the grades into the Hospital/Homebound student's six-week average at the end of a six week marking period. Hospital/Homebound teachers are responsible for assigning report card grades and/or Carnegie units in subjects in which they are certified for students assigned. • To notify parents as soon as possible when it is necessary to cancel the scheduled visit. • To collect standardized testing materials and test manuals, administer standardized tests, and return materials and test manuals to enrolling schools for students assigned on their caseload
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	<ul style="list-style-type: none">• during standardized testing time. <p>Sophie B. Wright Charter School provides in the therapeutic placement in a separate setting for the most severe diagnosed behavioral health disabilities. The program provides positive behavioral supports, trauma-informed approaches, evidence-based mental health practices, small group instruction, and therapeutic recreation activities.</p>
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