

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

Harriet Tubman Charter School believes that each individual scholar with a disability is entitled to the support necessary to maximize his/her potential given the resources of the school. Teachers and staff are committed to creating a supportive learning environment, providing and implementing accommodations as written in the IEP, creating appropriate goals, providing meaningful instruction, encouraging students to be aware of their strengths and weaknesses in an effort to become effective advocates for themselves, and implementing a wide variety of interventions to meet scholars' individual learning needs.

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

School Leader of Special Education Programming; Contact Information	Kevin. C. Lapinski Dean of Special Education (504) 708-8285 klapinski@crestedcityschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Christopher Hines Chief Operating Officer (504) 708-4136 chines@crestedcityschools.org

C. Data Snapshots

2016-17 enrollment rate of students with disabilities served by the school	16.4%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	17.5%
2015-16 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	Carissa Kolakauskas Director of Student Support (504) 708-8325 ckolakauskas@crestedcityschools.org
Response to Intervention Overview	Examples of universal screeners: <ul style="list-style-type: none"> • STEP/Fountas and Pinnell Literacy Diagnostics • iReady Math Diagnostic • Interim Assessments in ELA and Math • MAP Assessments in ELA and Math

	<ul style="list-style-type: none"> • Social, Emotional, & Behavioral: comprehensive school-wide implementation of Positive Behavioral Intervention & Supports (PBIS) system with regular monitoring and analysis to determine which students may have particular behavioral or emotional concerns; the school tracks all behavior, attendance, and other relevant student data in SchoolRunner and analyzes it at least quarterly for all students (more frequently for students on a case-by-case basis); the school may also utilize the BASC and SDQ screeners for students; the Response to Intervention (RTI) process is started when necessary <p>Examples of reading interventions:</p> <ul style="list-style-type: none"> • Guided reading • Leveled literacy instruction • iReady reading • Replacement ELA <p>Examples of math interventions:</p> <ul style="list-style-type: none"> • iReady math • Touch math • Replacement math <p>Examples of behavior interventions:</p> <ul style="list-style-type: none"> • Mentoring • Check-in/check-out • Functional Behavior Assessment (FBA) • Behavior Intervention Plan (BIP) • CPI
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team:</p> <ul style="list-style-type: none"> • Director of Student Support • Director of Curriculum and Instruction • Dean of Students • Classroom Teacher • School Counselor/Social Worker • School Nurse <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • Phone conferences • Written communication (i.e. consent for intervention, notifications of changes in intervention, progress monitoring, etc.) • In-person consultation and collaboration meetings • Home visits <p>Example decisions SBLC team can make:</p> <ul style="list-style-type: none"> • RTI intervention strategies to implement • Recommendations for outside services • Recommendations for a <i>Bulletin 1508</i> evaluation
<p>Appraisal Team</p>	<p>Members of appraisal team may include (based on the potential eligibilities and needs of the student):</p> <ul style="list-style-type: none"> • Director of Student Support • Director of Curriculum and Instruction

	<ul style="list-style-type: none"> • Dean of Special Education • Dean of Students School Counselor/Social Worker • School Nurse • General Education Teacher • Special Education Teacher • Paraprofessional • Audiologist • Speech Language Pathologist • Occupational Therapist • Physical Therapist • Adaptive Physical Education Teacher • Psychologist <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • Phone conferences • Written communication (consent for evaluation, progress monitoring, etc.) <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> • Eligibility for 504 accommodations • Types of accommodations provided • IEP decisions and services
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 6</p> <p># Paraprofessionals: 10</p> <p># Academic Interventionists: 4</p> <p>Examples of curricula:</p> <ul style="list-style-type: none"> • LLI • STAR Math • iReady Math and Reading • Engage NY
Speech/language	# On staff or contracted from external provider: 2
Audiology	# On staff or contracted from external provider: 1
Counseling (mental health and other therapies)	# On staff or contracted from external provider: 3
Occupational therapy	# On staff or contracted from external provider: 1
Physical therapy	# On staff or contracted from external provider: 1
Health/Nursing services	# On staff or contracted from external provider: 1
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations are available to students:</p> <ul style="list-style-type: none"> • Elevator • Language translator • FM systems for hearing impairments • Bilingual staff <p>We currently do not have any students with orientation impairments or interpreting needs. When a student enrolls who has any orientation or mobility impairments, we will assess the student to determine his/her</p>

	<p>needs, develop and appropriate IEP to address his/her needs, and provide the required services, accommodations, and/or training.</p> <p># On staff or contracted from external provider: 5 If not currently providing service, plan to deliver service in future: If a student with orientation disabilities enrolls, we will provided the services needed for this student to be successful.</p>
Adaptive physical education	# On staff or contracted from external provider: 1
Specialized Transportation	Methods of transportation: Special Education van with paraprofessional support monitor
Assistive Technology	<p>Examples of supports:</p> <ul style="list-style-type: none"> • Calculators • Pencil grips • Talk-to-text • Communication boards

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	<p>Staffing:</p> <ul style="list-style-type: none"> • 2 inclusion teachers <p>Curriculum:</p> <ul style="list-style-type: none"> • EngageNY • Guidebooks <p>Intervention Supports:</p> <ul style="list-style-type: none"> • Level literacy instruction • iReady • Dreambox 	<p>Staffing:</p> <ul style="list-style-type: none"> • 3 Special Education certified teachers • 4 paraprofessionals <p>Curriculum:</p> <ul style="list-style-type: none"> • EngageNY Math • Guidebooks • TouchMath <p>Intervention Supports:</p> <ul style="list-style-type: none"> • Level literacy instruction • iReady • Dreambox 	<p>Staffing:</p> <ul style="list-style-type: none"> • 1 Special Education certified teacher • 2 paraprofessionals <p>Curriculum:</p> <ul style="list-style-type: none"> • TouchMath • EngageNY Math (modified and adapted) • Guidebooks (modified and adapted) <p>Intervention Supports:</p> <ul style="list-style-type: none"> • Level literacy instruction • iReady • Dreambox
6 – 8	<p>Staffing:</p> <ul style="list-style-type: none"> • 1 inclusion teachers <p>Curriculum:</p>	<p>Staffing:</p> <ul style="list-style-type: none"> • 4 Special Education certified teachers • 3 paraprofessionals 	<p>Staffing:</p> <ul style="list-style-type: none"> • 1 Special Education certified teacher • 2 paraprofessionals

	<ul style="list-style-type: none"> EngageNY Guidebooks <p>Intervention Supports:</p> <ul style="list-style-type: none"> Level literacy instruction iReady Dreambox 	<p>Curriculum:</p> <ul style="list-style-type: none"> EngageNY Math Guidebooks TouchMath <p>Intervention Supports:</p> <ul style="list-style-type: none"> Level literacy instruction iReady Dreambox 	<p>Curriculum:</p> <ul style="list-style-type: none"> TouchMath EngageNY Math (modified and adapted) Guidebooks (modified and adapted) <p>Intervention Supports:</p> <ul style="list-style-type: none"> Level literacy instruction iReady Dreambox
9/T9 – 12	n/a	n/a	n/a
Description of extended school year services:	<p>Identification: Beginning in December, students are identified as requiring extended school years services by holding a meeting regarding their progress/lack of progress and how students regress after school breaks in instruction (i.e. Thanksgiving break, winter break).</p> <p>Delivery: ESY services are delivered to scholars during the summer. Scholars are given a short break after the end of the regular school year, then ESY instruction begins for their designated amount of time, and then a short break is provided after ESY ends before the start of the regular school year.</p>		
Description of specialized program(s):	<p>Scholars who need additional academic support work regularly with an Intervention Teacher. The intervention block is a scheduled time in the grade level schedule. During this time, the students are grouped based on ability level for remediation in needed skills.</p> <p>In both resource rooms (where students receive intervention supports) and our self-contained special education rooms, we offer personalized learning. Students rotate through 3 different stations that enable them to access material in multiple ways. Station #1 is with a teacher who teaches content specific to the grade level. Station #2 is at a computer where students progress independently through personalized learning software programs. Station #3 is with a paraprofessional who assists students in small groups practice skills they are learning.</p>		
<i>Community-based Supports (out-of-school)</i>			
Key Partnerships	<p>Partner and services provided:</p> <ul style="list-style-type: none"> New Orleans Therapeutic Day Program – provides therapeutic and educational programming for students with intensive mental and behavioral health needs Southern Flex Rehabilitation – provides contracted employees 		

	<p>for speech/language, audiological, OT, and PT services</p> <ul style="list-style-type: none"> Multiple community mental health and behavioral health agencies – provide psychiatric services, counseling services, and medication management supports
<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 a Tubman scholar requires out-of-school instruction and/or service delivery because of placement in a special school, therapeutic program, or juvenile detention facility, or if the scholar is homebound or hospital-bound, the SBLC meets to discuss the scholar’s needs and adjust either his/her 504 or IEP so that instruction can be scheduled and services provided. The SBLC may include representative(s) from the hospital, special school, therapeutic setting, or juvenile detention facility, as appropriate. Progress and effectiveness of services is monitored and assessed on a bi-weekly basis.</p>