

Description

A. Description of overall philosophy

The James Singleton Charter School's philosophy is to provide high quality educational services to all students with exceptionalities by implementing Individualized Education Plans (IEP), utilizing research and standards-based interventions, instruction, and assessments in the least restrictive environment with the goal of preparing students to become productive as well as responsible members of society. Services are provided in accordance with the federal mandates of the Individuals with Disabilities Education Act and Louisiana Department of Education as outlined in Bulletin 1508. Moreover, all students identified are provided with a Free and Appropriate Public Education.

B. Name and contact information for special education coordinator:

School Leader of Special Education Programming: Veronica Johnson
vjohnson@dryadesymca.com

Tia Robertson
[Trobertson@dryadesymca.com](mailto:T Robertson@dryadesymca.com)

CMO Leader of Special Education Programming: Douglas Evans
Devans@dryadesymca.com

C. Data Snapshots

Data Snapshots	
2018-2019 enrollment rate of students with disabilities served by the school	11%
2017-2018 in school and out of school suspension rate of students with disabilities served by the school	2.1%
2017-2018 number of student 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

Appraisal/Evaluation	
Main Point of Contact if a parent would like to request an evaluation	Veronica Johnson, Special Education Coordinator Dr. Chanel M. Payne, SBLC Chairperson
Response to Intervention Overview	<p>Universal Screeners: DIBELS, Brigance, LEAP 360</p> <p>Reading Intervention: Jordan Assessment, IXL</p> <p>Math Interventions: IXL</p> <p>Behavior Interventions: Social Work Services, PBIS, BIP, Community Therapeutic Services, Empowerment Behavioral Service, Children’s Bureau, Metropolitan Health Services, OPSB Child Welfare, Crescent Community Outreach, The Guidance Center</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: Head of School/Designated Administrator, SBLC/SAT Chairperson, General Education Teacher, Special Education Coordinator, Social Worker, Student, Parent</p> <p>Optional members based on reason for referral: Nurse, Dean of Students, Related Service Personnel</p> <p>Example engagement with parents: Written Notification/Invitation, Telephone Reminder,</p> <p>Example of decisions SBLC team can make: Possible decisions during SBLC meeting that are included in Bulletin 1508: Conduct no further action at this time, continue current intervention and progress monitoring through RTI process, refer the student to the appropriate committee to conduct a Section 504 evaluation, refer the student to pupil appraisal for an individual evaluation if exceptionality is suspected.</p>
Instructional and Related Services Provision and Staffing	
Specialized Instruction	<p>3 – Special Education Teachers</p> <p>4- Paraprofessionals</p> <p>3 – Academic Interventionist</p> <p>Example of Curricula: Louisiana Guidebooks (ELA), Reading Street, Zearn (Math), Pearson (Science), Pearson (Social Studies)</p>

Speech/Language	1 Contracted external provider
Counseling (mental health & other therapies)	1 Social Worker 7 external mental health organizations
Occupation therapy	1 Contracted external provider
Physical therapy	1 Contracted external provider
Health/Nursing services	1 Contracted external provider
Orientation & mobility services and accessibility including interpreting services	Pending
Adaptive Physical Education	1 Contracted external provider
Assistive Technology	Computers, Laptops, Listening devices
Gifted & Talented	1 Contracted external provider

E. Description of how the school plans to provide the continuum of special education placements for students with IEP placement outside the regular education setting.

	Supports within Inclusion	Supports within Resource	Supports within Self-Contained
PreK-5	Collaboration of student IEP goals by the regular education teacher, modifications and the creation of lessons for the students as support within the setting, along with a para-educator to assist students with content.	Collaboration prior to the pulling out of the student for resource minutes with the special education teacher and the regular education teacher for content coverage and lesson design, para-professional will assist in implementing lesson design within the specified time frame as indicated on the student's individualized educational plan.	Only when necessary student will be placed in a self-contained classroom with the support and personnel needed. This classroom will be modeled for small group, and one to one instruction for students with significant disabilities who are unable to participate in the general education environment.
6-8	Collaborations and designed lessons during the Professional Learning communities, which will include the Regular Education Teacher and the Special Education	Continued collaboration daily, to ensure consistency for students who are approaching high-school, revising schedules, and organizing content according to the	Only when necessary student will be placed in a self-contained classroom with the support and personnel needed. This classroom will be modeled for small group, and one to one

	Teacher, utilizing different assessments and weekly updates regarding the student's success, or implementing changes to the lesson for success: paraprofessionals also added for extra support during the instruction of the content.	Common Core standards as prescribed in the goals and objectives for the student that has been recorded in the Individualized Educational Plan, changed, and updated according to the student's needs, and parent's request.	instruction for students with significant disabilities who are unable to participate in the general education environment.
9-12	N/A	N/A	N/A
Description of extended school year services:	<p>Identification: According to Bulletin 1508 Section 705 the student's may qualify for extended school year under the following criteria: Regression-Recoupment, Critical Point of Instruction, and Special Circumstances.</p> <p>Delivery: Personnel considered will be according to what the IEP states for example, child specific. A certified Special Education teacher along with if required OT, APE, PT, etc.</p>		
Description of specialized program(s):	<p>Criteria for participation: The IEP team which includes the parents will decide at the beginning of the IEP development if the student should be considered for the extended year instruction. The normal categories are Regression or Critical Point of Instruction.</p>		
Community-based Supports (out-of-school)			
Key Partnerships	<p>Partner and services provided: YMCA, Community and Health Programs, Families Helping Families, Lighthouse for the Blind Provide educational and behavioral support to scholars and give consultation and guidance to all stakeholders.</p>		
Other Out-of-School instructions & support (e.g. special school, therapeutic placement, hospital, homebound setting, juvenile detention facility, etc.)	<p>Extended-day services are provided for scholars who are in need of additional academic support in order to be successful during the school day.</p> <p>Method of Instruction and Service Delivery: The school will address instruction and support for students who require placement in a special school, therapeutic setting, hospital/homebound services or juvenile detention facility are provided with referral and written approval from scholar's physician or licensed psychologist. Scholars are supported by Homebound Instructional Teacher and related service personnel if IEP deemed necessary. Parent/guardian communication will be conducted on a weekly basis, and collaboration between the two agencies will continue on a weekly bases.</p>		

