



**DEIDRA BRADLEY, M.Ed. PRINCIPAL**  
**TERRACENIA RODNEY, M. Ed. ASSISTANT PRINCIPAL**

**8550 CURRAN, BLVD New Orleans, LA**  
**504-245-4400**

### Special Education Program Description

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

Robert Russa Moton Charter School (**R.R.M.C.S.**) is committed to maximizing the educational success of each student based on their unique needs in accordance with the Individuals with Disabilities Act and the Louisiana Department of Education: Bulletins 1508 and 1706. Interventions are provided by numerous personnel inclusive of regular and special education teacher, consultants, and specialist. I-Ready is used to universally screen for Reading and Mathematics.

R.R.M.C.S. believes each pupil is an intellectual, emotional, social, physical, and psychological being. Therefore, the goal of the Special Education Department is to provide an instructional program that will minimize the impact of the student's disability and maximize the student's learning opportunities. This is achieved by providing a continuum of services. This reference includes those who are disabled, gifted, and talented or those with limited English Language Proficiency. We also strive to have all students reach their fullest potential by providing each student with a Free and Appropriate Education (FAPE).

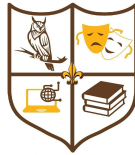
All Special Education students will have access to the general education curriculum. Every effort will be made to accommodate student needs. Services may be provided in an inclusion or resource setting depending on the student's needs. R.R.M.C.S. utilizes the RTI process in the determination of school wide support needs for all students.

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

School Leader of Special Education Programming; Contact information	Mrs. Terracenia Rodney Email: <a href="mailto:trodney@motoncharter.org">trodney@motoncharter.org</a> Phone: 504-245-4400
CMO Leader of Special Education Programming; Contact Information (if different)	Ms. Deidra Bradley Email: <a href="mailto:dbradley@motoncharter.org">dbradley@motoncharter.org</a> Phone: 504-245-4400

**C. Data Snapshots**

2019 - 20 enrollment rate of students with disabilities served by the school	The 2019 - 20 enrollment rate of students with disabilities served by the school is 6.8.
2018- 2019 in school and out of school suspension rate of students with disabilities served by the school	The 2018- 2019 in school and out of school suspension rate of students with disabilities served by the school is 3.6.
2018 - 2019 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	2018 - 2019 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year is 0.



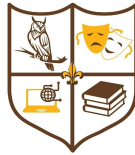
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**D. Description of how pupil appraisal, special education, and related services are provided by the school**

*Appraisal/Evaluation*

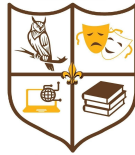
<p>Main point of contact if a parent would like to request an evaluation</p>	<p>The main point of contact to request an evaluation is the student's teacher who will forward the referral to Mrs. Terracenia Rodney or Beverly Castille, who will schedule an RTI/SAT meeting inclusive of the Parent. Both can be contacted at 504-245-4400.</p>
<p>Response to Intervention: Overview</p>	<p><b>Examples of universal screeners:</b> I-Ready instruction and Diagnostic Assessment  <b>Examples of Reading Interventions:</b> Achieve 3000, I-Ready, Common Lit, etc.  <b>Examples of Math Interventions:</b> IXL, I-Ready, etc.  <b>Examples of Behavior Interventions:</b> Check In/Check Out, Token Economy, etc.</p>
<p>School Building Level Committee (SBLC)/Student Assistance Team (SAT)</p>	<p><b>Members of the SBLC/SAT:</b> Principal/designee, Classroom Teacher, RTI/SAT Chairperson, Pupil Appraisal Representative, Speech Language Pathologist, Parent, School Nurse/Social worker/Counselor (when applicable)  <b>Example engagements with parents:</b> Parents are invited to participate in the meetings by phone, letter, and follow-up phone reminders. Parent permissions are obtained at the meetings.  <b>Example of decisions SBLC/SAT Team can make:</b> Conduct no further action, continue current intervention and progress monitoring through RTI process, refer to committee for 504 evaluation, refer student to Pupil Appraisal Personnel for support Services, refer student for Individual Evaluation if an exceptionality is suspected.</p>
<p><b>Appraisal Team</b></p>	<p><b>Members of Appraisal Team:</b> Educational Diagnostician, Certified School Psychologist, School social Worker, Teacher, and Parent (School Nurse, Occupational Therapist, Physical Therapist, Adapted Physical Education Teacher as needed)  <b>Example engagement with parents:</b> Parents are invited to participate in the evaluation process by written invitation, phone calls, and parent interviews. Written Parent permission is obtained for any screening and/or evaluations.  <b>Decisions appraisal team can make:</b> Determine if the student has or does not have a disability. Refer</p>



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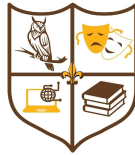
	back to the RTI/SAT team for consideration of other potential services (e.g. 504 Accommodations or other interventions)
Instructional and Related Services Provision and Staffing	
<b>Specialized Instruction</b>	<p><b># Special Education Teachers: 3</b>  <b># Paraprofessionals: 5</b>  <b># Academics Interventionists: 4</b>  <b>Examples of Curricula:</b>                      IXL, Achieve 3000, Ready Common Core, Zearn</p>
<b>Speech/Language</b>	<p><b># On staff or contracted from external provider:</b>                      Services are provided by external provider  <b>If not currently providing service, plan to deliver service in the future:</b></p>
<b>Audiology</b>	<p><b># On staff or contracted from external provider:</b>                      No students are enrolled at RRMCS that require this service at this time.  <b>If not currently providing service, plan to deliver service in the future:</b> Should a qualifying student enroll, services will be contracted through an external provider.</p>
<b>Counseling(mental health and other therapies)</b>	<p><b># On staff or contracted from external provider:</b> A full time counselor/ social worker is on staff and will provide services  <b>If not currently providing service, plan to deliver service in the future:</b></p>
<b>Occupation Therapy</b>	<p><b># On staff or contracted from external provider:</b>                      Services are provided by external provider  <b>If not currently providing service, plan to deliver service in the future:</b></p>
<b>Physical Therapy</b>	<p><b># On staff or contracted from external provider:</b>                      No students are enrolled at RRMCS that require this service at this time.  <b>If not currently providing service, plan to deliver service in the future:</b> Should a qualifying student enroll, services will be contracted through an external provider.</p>



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<p><b>Health/Nursing Services</b></p>	<p><b># On staff or contracted from external provider:</b> a part time nurse is on staff to provide services <b>If not currently providing service, plan to deliver service in the future:</b></p>
<p><b>Orientation and mobility services and accessibility including interpreting services</b></p>	<p><b># On staff or contracted from external provider:</b> No students are enrolled at RRMCS that require orientation and mobility services, however we do have a full time ESL teacher on staff to provide interpreting services <b>If not currently providing service, plan to deliver service in the future:</b> Should a qualifying student enroll, services for orientation and mobility services will be contracted through an external provider.</p>
<p><b>Adaptive Physical Education</b></p>	<p><b># On staff or contracted from external provider :</b> Services are provided by external provider <b>If not currently providing service, plan to deliver service in the future:</b></p>
<p><b>Specialized Transportation</b></p>	<p><b># On staff or contracted from external provider:</b> Services are provided by an external provider <b>If not currently providing service, plan to deliver service in the future:</b></p>
<p><b>Assistive Technology</b></p>	<p><b># On staff or contracted from external provider:</b> Screenings are conducted through the contracted Speech and Language consultant company. <b>If not currently providing service, plan to deliver service in the future:</b></p>
<p><b>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</b></p>	
<p></p>	



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**School-based Supports (in-school)**

	<b>Description of Supports within inclusion</b>
<b>PK-5</b>	Students are served in the General Education classroom with support from the special education teacher, who provides modifications and differentiated instruction when necessary according to the student's IEP.
<b>6-8</b>	<b>Same as above.</b>
<b>9/9T - 12</b>	<b>N/A</b>

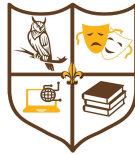
<b>Description of Supports Within Resource</b>	<b>Description of Supports within Self-contained</b>
Special Education teachers provide pull out services for small group/individualized instruction when necessary according to the student's IEP.	Special Education Teachers, Paraprofessionals, technology support, teacher collaboration, and resources are provided in accordance with the student's IEP in the self-contained setting.
Same as above	
N/A	N/A

**Description of extended school year services:**

**Identification:** Extended School year Program (ESYP) eligibility is determined through a collection of data of the student's performance between January and April. The data is used to determine if the student meets the criteria of regression-recoupment, critical point of instruction and special circumstance. Criteria is taken from Bulletin 1530 section 705. Service is delivered as during the regular school year documented on an ESYP IEP.

**Description of specialized program(s)**

**Criteria for Participation:** Specially designed programs are the adaptation of needs of an eligible child as appropriate to the content, methodology, and delivery of instruction. Criteria for participation are inclusive of a need to address the child's disability and ensure the child's access to the standards that apply to all children. Specially designed instruction includes modifications to the regular setting, adjustments to the methods,



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	shortened number of concepts.
<b>Community-based supports (out-of school)</b>	
<b>Key Partnerships</b>	Partner and services provided: RRMCS partners with several external partners to ensure provision of all services needed. Ex: Hubbard and Tennyson Speech Services, Educational Solutions, etc.
<b>Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)</b>	Methods of instruction and service delivery: RRMCS will provide Hospital homebound services to students who meet the eligibility criteria of the Hospital Homebound program according to Louisiana State Guidelines. An external provider will be contracted to provide services when required.