

Harriet Tubman Charter School

Special Education

**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 their 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

Raquel Kraushar

Montessori Campus (PreK- 2)

(504) 227-3802

[rkraushar@crescentcityschools.org](mailto:rkraushar@crescentcityschools.org)

Zondra Howard

Blue Campus (grade 3-8)

(504) 227-3800

[zhoward@crescentcityschools.org](mailto:zhoward@crescentcityschools.org)

CMO Leader of Special Education Programming; Contact Information (if different)	<p style="text-align: center;">Carissa Kolakauskas</p> <p style="text-align: center;">(504) 708-4136</p> <p style="text-align: center;"><a href="mailto:ckolakauskas@crescentcityschools.org">ckolakauskas@crescentcityschools.org</a></p>
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<b>C. Data Snapshots</b>	
2023-24 enrollment rate of students with disabilities served by the school	18%
2022-23 in school and out of school suspension rate of students with disabilities served by the school	2.6%
2022-23 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0

<b>D. Description of how pupil appraisal, special education, and related services are provided by the school</b>	
<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	<p style="text-align: center;">Angel Delandro</p> <p style="text-align: center;">(3-8)</p> <p style="text-align: center;">(504) 227-3800</p> <p style="text-align: center;"><a href="mailto:adelandro@crescentcityschools.org">adelandro@crescentcityschools.org</a></p>

	<p>Alexandra Fontini</p>
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(PK-2)

[afontini@crescentcityschools.org](mailto:afontini@crescentcityschools.org)

(504) 418-3802

Response to Intervention  
Overview

Examples of universal screeners:

- Dibels
- iReady Math Diagnostic
- Interim Assessments in ELA and Math 3-8 grade
- MAP Assessments in ELA and Math K-2nd grade
- Boosts and Blitz Phonics Intervention
- CKLA Core Knowledge
- 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

Examples of reading interventions:

- Guided reading
- Leveled literacy instruction
- iReady reading
- Replacement ELA

Examples of math interventions:

- iReady math
- Touch math
- Replacement math

Examples of behavior interventions:

- Mentoring
- Check-in/check-out
- Token Economy
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Crisis Prevention Intervention (CPI)

School Building Level  
Committee (SBLC)

Members of the SBLC team:

- Director of Student Support or Intervention
- Principal
- Directors of Curriculum and Instruction
- Director of Special Education
- Director of Culture
- Referring Classroom Teacher
- School Counselor/Social Worker

Example engagements with parents:

- 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

Example decisions SBLC team can make:

- RTI intervention strategies to implement
- Recommendations for outside services
- Recommendations for a *Bulletin 1508* 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"> <li>● Director of Student Support</li> <li>● Director of Curriculum and Instruction</li> <li>● Director of Special Education</li> <li>● Director of Culture</li> <li>● School Counselor/Social Worker</li> <li>● School Nurse</li> <li>● General Education Teacher</li> <li>● Special Education Teacher</li> <li>● Paraprofessional</li> <li>● Audiologist</li> <li>● Speech-Language Pathologist</li> <li>● Occupational Therapist</li> <li>● Physical Therapist</li> <li>● Adaptive Physical Education Teacher</li> <li>● Psychologist</li> </ul> <p>Example engagements with parents:</p> <ul style="list-style-type: none"> <li>● Phone conferences</li> <li>● Written communication (consent for evaluation, progress monitoring, etc.)</li> </ul> <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> <li>● Eligibility for 504 accommodations</li> <li>● Types of accommodations provided</li> <li>● IEP decisions and services</li> </ul>
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*Instructional and Related Services Provision and Staffing*

<p>Specialized Instruction</p>	<p># Special Education Teachers: 2 (Montessori) 9 (Blue)</p> <p># Paraprofessionals: Montessori-3; Blue-10</p> <p># Academic Interventionist: Montessori-3; Blue-3</p> <p>(Subject to change based on student need)</p>
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	Examples of curricula: STAR Math, iReady Math and Reading, Eureka Math, ST Math, Wit and Wisdom, Amplify, Galopade, Core Knowledge Language Arts, Blast
Speech/language	# On staff or contracted from external provider: 3
Audiology	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: If a student with orientation disabilities enrolls, we will provide the services needed for this student to be successful.
Counseling (mental health and other therapies)	# On staff or contracted from external provider: 7
Occupational therapy	# On staff or contracted from external provider: 2
Physical therapy	# On staff or contracted from external provider: 1
Health/Nursing services	# On staff or contracted from external provider: 2

<p>Orientation and mobility services and accessibility (including interpreting services)</p>	<p>Describe accessibility accommodations are available to students:</p> <ul style="list-style-type: none"> <li>● Elevator</li> <li>● Language translator</li> <li>● FM systems for hearing impairments</li> <li>● Bilingual staff</li> </ul> <p>When a student enrolls who has any orientation or mobility impairments, we assess the student to determine his/her needs, develop an appropriate IEP to address his/her needs, and provide the required services, accommodations, and/or training. Currently, that consists of ensuring access to elevator, bus with lift, and motorized wheelchairs. We also provide 1:1 para support and small group settings as required.</p> <p># On staff or contracted from external provider: 0</p> <p>If not currently providing service, plan to deliver service in future: If a student with orientation disabilities enrolls, we will provide the services needed for this student to be successful.</p>
<p>Adaptive physical education</p>	<p># On staff or contracted from external provider: 1</p>
<p>Specialized Transportation</p>	<p>Methods of transportation: Special Education van with 1 paraprofessional support monitor, and 1 alternate monitor</p>
<p>Assistive Technology</p>	<p>Examples of supports:</p> <ul style="list-style-type: none"> <li>● Calculators</li> <li>● Pencil grips</li> <li>● Talk-to-text</li> <li>● Communication boards via iPad (e.g. LAMP device)</li> </ul>

**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
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<p>PK – 5</p>	<p>Supports within Inclusion are based on an individual basis and meet the IEP requirements for each student. Examples include (but are not limited to): having the special education teacher in the general education class for specified minutes (providing small group instruction, slightly modified assignments and activities, and/or specific accommodations or modifications needed for each student), individualized schedules, paraprofessional support (when needed), specialized seating, and/or alternative behavior system support. Students' performance is monitored for each trimester and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>● inclusion teachers</li> </ul> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Eureka Math</li> <li>● Wit &amp; Wisdom (3-5)</li> </ul>	<p>Supports within Resource are based on an individual basis and meet the IEP requirements for each student. These supports may include (but are not limited to): working with the special education teacher in a pull-out setting for specific minutes and areas (small group instruction, modified assignments and activities, reviewing base skills), providing accommodations or modifications needed for each student during pull-out time and providing them to the regular education teacher when needed, individualized schedules, paraprofessional support (if needed), specialized seating, hands-on activities, and/or alternative behavior system support. The academics during the pull-out time is provided at a slower pace than in the regular education setting. The special education teacher also reviews the base skills needed for the grade level lesson prior to introducing the grade level lesson for the week. Students' performance is monitored for each trimester and altered (with amendments to IEPs as needed) after data review for each scholar as</p>	<p>Supports within the Self-Contained room are based on an individual basis and meet the IEP requirements for each student. Such supports may included (though not be limited to): working with the special education teacher in a self-contained setting for specific minutes and in specific subject areas (small group instruction, assignments and activities modified to the appropriate instructional level), providing accommodations or modifications needed for each student, social skills lessons, functional living skills lessons, individualized schedules, paraprofessional support (if needed) specialized seating, hands-on activities, and/or alternative behavior system support.</p> <p>The academics provided in a Self-Contained setting are on the scholars' instructional level and may be 3-4 years below grade-level (depending on scholars' ability). It is provided at a slower pace than in the regular education setting and the pull-out setting.</p>
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	<ul style="list-style-type: none"> <li>• CKLA and Wit and Wisdom (Pk-2)</li> <li>• Amplify (3-8)</li> <li>• Galopade</li> </ul> <p>Intervention Supports:</p> <ul style="list-style-type: none"> <li>• Level literacy instruction</li> <li>• iReady</li> <li>• ST Math</li> <li>• Zearn</li> </ul>	<p>additional support is needed.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>• Special Education certified teachers</li> <li>• paraprofessionals</li> </ul> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Eureka Math</li> <li>• Wit &amp; Wisdom (3-5)</li> <li>• Wit and Wisdom and CKLA (Pk-2)</li> <li>• Amplify (3-8)</li> <li>• Galopade</li> </ul> <p>Intervention Supports:</p> <ul style="list-style-type: none"> <li>• Level literacy instruction</li> <li>• iReady</li> <li>• ST Math</li> <li>• Zearn</li> </ul>	<p>Students' performance is monitored for each trimester and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>• Special Education certified teacher</li> <li>• paraprofessionals</li> </ul> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Unique Learning System</li> <li>• TouchMath</li> <li>• Eureka Math (<i>modified and adapted</i>)</li> <li>• CKLA Guidebooks (<i>modified and adapted</i>)</li> <li>• Galopade</li> </ul> <p>Intervention Supports:</p> <ul style="list-style-type: none"> <li>• Level literacy instruction</li> <li>• iReady</li> <li>• Zearn</li> <li>• ST Math</li> </ul>
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<p>6 – 8</p>	<p>Supports within Inclusion are based on an individual basis and meet the IEP requirements for each student. Examples include (but are not limited to): having the special education teacher in the general education class for specified minutes (providing small group instruction, slightly modified assignments and activities, and/or specific accommodations or modifications needed for each student), individualized schedules, paraprofessional support (when needed), specialized seating, and/or alternative behavior system support. Students' performance is monitored for each trimester and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>● inclusion teachers</li> </ul> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Eureka Math</li> <li>● Wit &amp; Wisdom (3-5)</li> <li>● CKLA (Pk-2)</li> <li>● Amplify (3-8)</li> </ul>	<p>Supports within Resource are based on an individual basis and meet the IEP requirements for each student. These supports may include (but are not limited to): working with the special education teacher in a pull-out setting for specific minutes and areas (small group instruction, modified assignments and activities, reviewing base skills), providing accommodations or modifications needed for each student during pull-out time and providing them to the regular education teacher when needed, individualized schedules, paraprofessional support (if needed), specialized seating, hands-on activities, and/or alternative behavior system support. The academics during the pull-out time is provided at a slower pace than in the regular education setting. The special education teacher also reviews the base skills needed for the grade level lesson prior to introducing the grade level lesson for the week. Students' performance is monitored for each trimester and altered (with amendments to IEPs as needed) after data review for each scholar as</p>	<p>Supports within the Self-Contained room are based on an individual basis and meet the IEP requirements for each student. Such supports may included (though not be limited to): working with the special education teacher in a self-contained setting for specific minutes and in specific subject areas (small group instruction, assignments and activities modified to the appropriate instructional level), providing accommodations or modifications needed for each student, social skills lessons, functional living skills lessons, individualized schedules, paraprofessional support (if needed) specialized seating, hands-on activities, and/or alternative behavior system support.</p> <p>The academics provided in a Self-Contained setting are on the scholars' instructional level and may be 3-4 years below grade-level (depending on scholars' ability). It is provided at a slower pace than in the regular education setting and the pull-out setting.</p>
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	<ul style="list-style-type: none"> <li>Galopade</li> </ul> <p>Intervention Supports:</p> <ul style="list-style-type: none"> <li>Level literacy instruction</li> <li>iReady</li> <li>ST Math</li> <li>Zearn</li> </ul>	<p>additional support is needed.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>Special Education certified teachers</li> <li>paraprofessionals</li> </ul> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>Eureka Math (<i>scaffolded and modified</i>)</li> <li>Wit &amp; Wisdom (<i>scaffolded and modified</i>)</li> <li>TouchMath</li> <li>Phonics Blitz Program</li> <li>Phonics Boost Program</li> <li>Amplify (3-8)</li> </ul> <p>Galopade</p> <p>Intervention Supports:</p> <ul style="list-style-type: none"> <li>Level literacy instruction</li> <li>iReady</li> <li>ST Math</li> <li>Zearn</li> </ul>	<p>Students' performance is monitored for each trimester and altered (with amendments to IEPs as needed) after data review for each scholar as additional support is needed.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>Special Education certified teacher</li> <li>paraprofessional</li> </ul> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>Unique Learning System</li> <li>TouchMath</li> <li>EngageNY Math (<i>modified and adapted</i>)</li> <li>CKLA Guidebooks (modified and adapted)</li> <li>Galopade</li> </ul> <p>Intervention Supports:</p> <ul style="list-style-type: none"> <li>Level literacy instruction</li> <li>iReady</li> <li>Zearn</li> <li>ST Math</li> </ul>
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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>			

<p>Key Partnerships</p>	<p>Partner and services provided:</p> <ul style="list-style-type: none"> <li>● Center for Resilience – provides therapeutic and educational programming for students with intensive mental and behavioral health needs</li> <li>● ReNEW Therapeutic Day Program – provides therapeutic and educational programming for students with intensive mental and behavioral health needs</li> <li>● Southern Flex Rehabilitation – provides contracted employees for speech/language, audiological, OT, and PT services</li> <li>● Multiple community mental health and behavioral health agencies – provide psychiatric services, counseling services, and medication management supports</li> <li>● A1 APE Service- Provides contracted employees for adapted physical education</li> <li>● Chartwell-provides therapeutic and educational programming for students with intensive mental and behavioral health needs on the autism spectrum</li> </ul>
<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>