

SPECIAL EDUCATION AND STUDENT SERVICES

The mission of Tulsa Public Schools' Special Education and Student Services department is to uphold excellence and high expectations with a commitment to all. We are committed to identifying and meeting the diverse needs of each student through individualized educational programming. It is our mission to work cooperatively with families, students, community, colleagues, and other professionals in order to promote each student's success and well-being as he/she prepares for future endeavors. **Disclaimer:** Every type of special education program and service may not be available at every school site. However, the district will provide or arrange to provide all programming and services determined to be appropriate to meet the educational needs of its students with disabilities.

Booker T. Washington High School's Entrance Requirements:

Listed are the minimum requirements for admission. Applicants must meet all minimum requirements.

- Academic scores at the 35th percentile or above on both the reading and mathematics components of the most recent standardized academic measurements.
- Cumulative GPA at or above 2.50 on a 4.00 scale for the preceding three semesters.
- Superb attendance as defined by no more than 5 absences per semester for three semesters.
- Excellent behavior as defined by no suspensions out of school or alternative placement for disciplinary reasons during the past three semesters.
- A Teacher Recommendation Form submitted in a sealed official school stationary enveloped.

Special Services at Booker T. Washington High School:

It is the policy of this Booker T. Washington High School to facilitate compliance with the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act ("ADA") concerning the identification, evaluation, educational placement, and provision of a free appropriate public education to children with disabilities. Any student who has an objectively-identified disability which substantially limits a major life skill such as learning is eligible for services.

Identification:

All students experiencing academic and/or behavior difficulties may not have a disability or require a special education plan. In many cases, minor modifications to the regular education program will address a student's particular needs. At Booker T. Washington High School, any parent, teacher, or staff member may refer a student to the Child Study Team (CST). The CST meets monthly to discuss and support students with concerns.

CST consists of the School Psychologist, Regular and Special Educators, Counselors, and Administrators. The team reviews information and observations from the educational setting including strengths, skills, interests, and areas of concern. They also consider any outside information, including medical, psychological, and familial/personal which may have an impact on student success. An Intervention Plan is developed and shared with the team of educators working with each individual student and with the student and his/her parent/guardian. CST

monitors weekly, reviews response to interventions monthly, and adjusts the Intervention Plan as necessary. After 6 weeks, if interventions are not effective, students may be referred for evaluation to determine eligibility for Special Services or 504.

Individualized Education Plan (IEP):

Either a parent of a child or the school may initiate a request for an initial evaluation to determine if the child is a child with a disability. The evaluation consists of procedures to determine if the child is a child with a disability and to determine the educational needs of the child. The initial eligibility determination must be completed within 45 school days of receiving parental consent for the evaluation.

Evaluation procedures, assessments, and associated materials must be selected and administered so as not to be discriminatory on a racial or cultural basis; provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. The IEP Team, consisting of a school psychologist, regular and special educators, academic counselor, administrator, parent/guardian and student, reviews the results of the evaluation and develops an Individualized Education Plan (IEP). The IEP identifies the services and program modifications that must be provided to enable the child to be involved in the general education curriculum.

Every child who is determined eligible for special education and related services must have an annual IEP.

The IEP Conference:

An initial IEP conference can be held immediately following the eligibility determination meeting. The entire educational team should be present to discuss your child's educational needs. There are many different types of information that will be discussed during the IEP meeting.

- **Present Levels of Performance** - objective statements which describe the effects of the child's disability on his or her educational performance. Information should include how the disability affects involvement and progress in the classroom. May include current test or evaluation results.
- **Strengths and Educational Needs** - lists some of the student's strengths and the anticipated effects on participation in the general curriculum. Also lists the educational needs resulting from the disability which requires special education, related services, supplementary aids, supports for personnel, and/or modifications.
- **Annual Goals and Short-Term Objectives** – lists measurable annual goals and short term objectives which will enable the student to progress in the educational environment, and to meet other academic needs that result from the disability. These goals and objectives are short statements which specify the behaviors or skills the student will learn during the next year.
- **Type of Service** - indicates the amount of time in special education and the service delivery model needed. Also lists any related services needed as a result of the disability. Supplementary aids and services are also indicated here.

- **Least Restrictive Environment (LRE)** - Documents the least restrictive placement options considered by the team and reasons they were determined to be appropriate, or not appropriate. Also considers potential harmful effects of the recommended placement.

Special Services and the IB Diploma Program at BTW:

Students that are receiving services through either a 504 Plan or an IEP are eligible to participate in the IB Diploma Program. Based on the student's individual needs, the IEP team will decide whether or not enrollment in IB Diploma courses represents the Least Restrictive Environment. Booker T. Washington High School students are not required to take IB coursework; therefore, it is up to the team to decide the best placement of the student. Any student that has either an IEP or a 504 plan is automatically eligible to apply for special arrangements with IBO to assist the candidate during his/her preparation of work for assessment and in his/her written examinations.

Notification to Students/Parents:

In September of each year, the IB Coordinator will remind current IB student and their parents/guardians of their rights in special education and of their ability to apply for special arrangements. Working with the parent and special education teacher, the IB Coordinator will complete the *Request for inclusive assessment arrangements* and submit all required paperwork to IBO by the November 15th deadline. Once the IBO has ruled on the request, the student, parents/guardians, and teachers will be informed of the decision.

Special arrangements may include:

- Additional time for testing
- Quiet testing location
- Small group testing
- Preferred seating
- Rest periods
- Word processor
- Scribe
- Transcription
- Reader
- Prompter
- Modifications to examination papers or assignments
- Extensions to internal deadlines
- Assistance with practical work

Resources for Parents, Students, and Instructional Staff:

Booker T. Washington High School has a full-time special education coordinator who can provide assistance to students, staff, and parents. In addition, there are four academic counselors, a student dean, and three Assistant Principals who can assist students with special needs. Parents are issued annually a copy of the "Parents Rights in Special Education: Notice of Procedural Safeguards".