

Gentilly Terrace Charter School - Program Description

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

New Beginnings Schools believes all students have the right to learn, live and achieve in the least restrictive environment. Every student possesses unique gifts and talents which are cultivated through the assistance offered by the services of special educators. All children have the potential to be life-long learners no matter what their exceptionality. All possess differing abilities to assist them in their personal journey through the educational process. Special Education assists these unique students in receiving equal access to a free and appropriate education. This may require specialized instruction, tests or instructional accommodations or Speech, OT, PT and APE from related service providers.

Special Education staff at New Beginnings Schools collaborates and works closely with parents, regular education staff, and support staff to develop appropriate programs for students requiring special services. The ultimate goal for our students is to improve students' ability to advocate for themselves and learn skills necessary for post-secondary education and employment. We as educators strive to provide equal access for academic growth and pride in our schools and community. To the fullest extent possible we at New Beginnings Schools educate our students to develop their full potential.

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

School Leader of Special Education Programming; Contact Information	Louis Mallory , Special Education Coordinator Gentilly Terrace Charter School New Beginnings Schools Foundation 4720 Painters St., New Orleans, LA 70122 (504) 708-2053 louis.mallory@newbeginningsnola.net
CMO Leader of Special Education Programming; Contact Information (if different)	Stephanie Stevens New Beginnings Schools Foundation Director of Special Services and Student Support 2045 Lakeshore Drive, Ste. 416 New Orleans, LA 70122 (o)504.280.2319 (f)504.280.2312 stephanie.stevens@newbeginningsnola.net

C. Data Snapshots

2015-16 enrollment rate of students with disabilities served by the school	8.8%
2014-15 in school and out of school suspension rate of students with disabilities served by the school	6.7%
2014-15 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	<p>Pamela Coney Educational Diagnostician New Beginnings Schools Foundation Director of Special Services and Student Support 2045 Lakeshore Drive, Ste. 416 New Orleans, LA 70122 (504) 252 - 6363 Pamela.coney@newbeginningsnola.net</p>
Response to Intervention Overview	<p>NBSF academic staff ensure that all instructional lessons are aligned to Common Core State Standards. The Response to Intervention (RTI) process is a three-tiered approach to providing services and interventions to struggling learners and/or students with challenging behaviors at increasing levels of intensity. Interventions in NBSF are based on the Universal Screening data. Universal screenings (STAR Reading and STAR Math, Achieve 3000 and DIBELS assessments) are used to screen students into appropriate instructional tiers.</p> <p>The RTI process is designed to help staff utilize data to make decisions to improve the educational outcomes for all students, especially those students whose success is at risk due to academic or behavioral challenges. The student is provided with appropriate scientific research-based instruction, including interventions, (i.e. Achieve 3000 and other research based interventions) in the general education setting, delivered by qualified personnel. Although academic interventions may be provided for reading and mathematics, Positive Behavior Supports (PBS) address behavioral issues. The universal screening instrument Student Risk Screening Scale, (SRSS; Drummond 1994) identifies students with externalizing and internalizing behavior difficulties. Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are required after the first suspension for all students whose behavior is suspected of significantly interfering with that student’s learning. Interventions include “Check In, Check Out, Positive Peer Reporting, Response Cost Raffle and the Good Behavior Game”.</p>

<p>School Building Level Committee (SBLC)</p>	<p>The School Building Level Committee (SBLC) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher and the referring teacher. In discussing an individual student’s difficulties, the student’s parent or guardian is an invited participant. The SBLC Committee shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student.</p> <p>Example engagements with parents include invitation and notification to all meetings in which decisions are being made regarding their child. More specifically parents are invited to SBLC meetings when decisions are made regarding their child, the evaluation team meetings to consider the results of the data and determine eligibility for special education, all subsequent individual education program (IEP) Team meetings to determine special education and related services in the least restrictive environment. The Committee's options include, but are not limited to one of the following actions.</p> <ol style="list-style-type: none">1. Conduct no further action at this time.2. Continue current intervention and progress monitoring through the RTI process.3. Conduct additional interventions through the RTI process.4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.5. Refer the student to pupil appraisal personnel for support services.6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.
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<p>Appraisal Team</p>	<p>Upon identification of a student suspected of being exceptional, a qualified pupil appraisal staff member shall be designated as evaluation coordinator. Professional members of a pupil appraisal system include certified Assessment Teachers/Educational Consultants/Educational Diagnosticians, Certified School Psychologists, Qualified School Social Workers; Speech/Language Pathologists, Adapted Physical Education Teachers; Audiologists; Certified School Nurses, Occupational Therapists, Physical Therapists, Speech and Hearing Therapists, and Speech/Hearing/Language Specialists.</p> <p>Participation by parents is crucial in all meetings in which decisions are being made regarding their child. Parents must be informed about the process used to assess their child’s response to scientifically research-based interventions, appropriate strategies for improved achievement and the right to request an evaluation. Parental consent for initial evaluation shall be construed as consent for initial provision of special education and related services at the conclusion of the evaluation meeting where eligibility is determined, if the parents disagree with the consensus of the team, the LEA must afford the parents the right to challenge the evaluation report in accordance with procedural safeguards.</p> <p>Throughout the initial evaluation of a student, the evaluation coordinator shall ensure that specific procedures are followed. Each individual evaluation is based on a comprehensive compilation of information drawn from a variety of sources. The evaluation is conducted in accordance with all requirements of Bulletin 1508 handbook, including timelines. The student is evaluated in each area of suspected exceptionality. Finally, a meeting of the multidisciplinary evaluation team members, including the parent, is scheduled and conducted to determine whether the student is exceptional. An integrated report describing the findings and recommendations of the evaluation process, along with the determination of eligibility, is prepared; and a copy is provided to the supervisor of special education or designee. The evaluation findings and recommendations are interpreted for the student's</p>
	<p>teacher(s). A copy of the integrated report, including any dissenting opinions, along with the determination of eligibility, recommendations, and an opportunity for an oral explanation of the findings was provided to the student’s parents prior to the initial IEP Team meeting.</p> <p>*If a student has a suspected low incident disability the evaluation begins</p>

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<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p>3 Special Education Teachers 2 Paraprofessionals 4 Academic Interventionists</p> <p>Examples of curricula: Specially designed instruction includes alterations, modifications, and adaptations in instructional methods, materials, techniques, media, physical setting, or environment. Examples are: redirection to task, use of interactive computer programs to maintain attention, reinforce language concepts, modify assignments, small group/individualized instruction and testing, limit the number of concepts introduced at one time, use of multisensory modes to reinforce instruction, assign preferential seating, etc.</p>
Speech/language	1 external provider contracted
Audiology	Service not required as there is no student need at this time. In the event of the need services will be provided through Xavier University Speech and Hearing Department.
Counseling	1 Counselor and 1 Social Worker are on staff
Occupational therapy	1 external provider contracted
Physical therapy	1 external provider contracted
Health/Nursing services	1 nurse on staff two days a week and on call three days a week
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations that are available to students: Lighthouse Louisiana provides comprehensive in-school services to children through the expertise of a Certified Teacher for the Visually Impaired (CTVI). This teacher assists schools in creating an ideal academic environment for children who require special accommodations due to visual impairment, and to help parents advocate for their children's needs. These providers are available as needed.</p> <p>One itinerant Certified Hearing Impaired/Deaf Instructor on staff in the district and available when needed for instruction and interpreting services.</p> <p>Students who are identified as legally blind or partially blind will be provided orientation to space and building familiarity. Students are then closely monitored by all staff and when needed and are assigned a buddy when ascending or descending stairs. All stairways have rails and students with identified needs are allowed to ascend or descend prior to or after other students.</p>
Adaptive physical education	1 external provider contracted
Specialized Transportation	Methods of transportation: Bus transportation is provided for students with special needs who need door to door pickup and/or a lift. A paraprofessional is on the bus to assist with assisting students on and off the bus.
Assistive Technology	Examples of supports: Computers, iPad, text to speech

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>We provide special education teachers and paras to provide the students with their service minutes in the regular classes.</p> <p>Supports employed to assist the students in the regular classroom include: redirection to task, use of interactive computer programs to maintain attention, reinforce subject are concepts, modify assignments, limit the number of concepts introduced at one time, use of multisensory modes to reinforce instruction and assign preferential seating.</p>	<p>Students needing services in a resource setting are provided with services in a special designed setting for the required number of minutes on the IEP.</p> <p>Students are pulled out to focus on improving their ELA and math skills. Interventions utilized are Achieve 3000 and Fast Math.</p>	<p>Currently there is one self-contained class for primary age (6-9) students. The students are supervised the special education teacher and para educator. All academic core subjects are taught in this class. The students use Achieve 300 as a reading intervention. Math fluency is the primary focus of math skills at this level. The majority of the students in this classroom are students with Autism.</p>
6 – 8	<p>We provide special education teachers and paras to provide the students with their service minutes in the regular classes</p> <p>Supports employed to assist the students in the regular classroom include: redirection to task, use of interactive computer programs to maintain attention, reinforce subject are concepts, modify assignments, limit the number of concepts introduced at one time,</p>	<p>Students needing services in a resource setting are provided with services in a special designed setting for the required number of minutes on the IEP. If an additional teacher is needed, one will be provided.</p> <p>Students are pulled out to focus on improving their ELA and math skills. Interventions utilized are Achieve 3000 and various computer based interventions in mathematics.</p>	<p><i>At this level we do not have any students that need 60% of their day outside the regular classroom. If needed, we will restructure special education personnel as needed.</i></p>

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	use of multisensory modes to reinforce instruction and assign preferential seating.		
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<p>Description of extended school year services:</p>	<p>Identification: Three criteria are used to determine a student's need for ESY services: Regression--Recoupment, Critical Point of Instruction, and Special Circumstances. The IEP team makes its decision regarding providing ESY services by reviewing student performance gathered throughout the year. Some of this information measures student achievement before and after breaks from school.</p> <p>Delivery: The IEP team will determine which services and how much of these services will be provided during the extended school year. The team may decide that the student will continue all the services received during the regular school year, or it may decide that the student will only receive a portion of services or one specific service. This decision is based on the need(s) of each student.</p>
<p>Description of specialized program(s):</p>	<p>Students with significant disabilities may be provided with student specific assistants (paraprofessionals) in order to assimilate them into the inclusion setting. The IEP team meets to make this decision.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided:</p> <ul style="list-style-type: none"> • SUNO School of Social Work - providing research driven data and support for social aggression and conflict resolution. • Silverback Society - gathers men and resources from the community to insure that every boy in middle school has an opportunity to meet his future, face to face before he is challenged with the opportunity of high school and further learning. • Pink House - a personal development academy for Young Ladies in the New Orleans area, established with the goal of developing leaders in a safe, open environment where they can be inspired to grow. • PROJECT ACCESS PROGRAM- support for middle school students with disabilities (special education and Section 504). • Children’s Bureau- provides mental health support and in-home support services.

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<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</p> <p><u>Hospital/Homebound</u> instruction: provided by a properly certified teacher on the eleventh school day following an absence of more than 10 consecutive school days for a qualifying illness. A minimum of four hours of homebound instruction shall be provided per week, unless the student's health as determined by a physician requires less.</p> <p>Students requiring services at a <u>juvenile detention facility</u> have the opportunity to participate in educational programming at the Youth Study Center provided by the New Orleans Parish School Board. The parish takes jurisdiction of that student a releases jurisdiction when is finish serving time at the correctional facility.</p> <p>Students requiring services from a <u>special school</u> will be afforded every opportunity to receive those services. Each BESE Special School, (BSS) in recognition of its uniqueness and expertise in serving students with low incidence impairments, i.e. visual impairments, hearing impairments or orthopedic impairments are designated as a specialized state-wide resource center and may assist LEAs in the provision of services as requested by LEAs. Gentilly Terrace Charter School will refer students to other LEAs both public and private with specialized schools for students with disabilities.</p> <p>Gentilly Terrace Charter School will refer students to existing programs that accept referrals for <u>therapeutic settings</u> such as the New Orleans Therapeutic Day Program and the Northlake Behavioral Health System. We also will work with outside agencies such as Metropolitan Human Services District and The Youth Opportunity Center (YOC) to coordinate a continuum of services for students and their families.</p>
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