

Special Education Program Description Template

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 assist 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 collaborate and work 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	Freda Smith Medard H. Nelson Charter School 3121 St. Bernard Ave New Orleans, LA 70119 (o)504.943.1311 (f) 504.304.5160 freda.smith@newbeginningsnola.net
CMO Leader of Special Education Programming; Contact Information (if different)	Lori Taylor New Beginnings Schools Foundation Executive Director of Student Services 2045 Lakeshore Drive, Ste. 415 New Orleans, LA 70122 (o)504.280.2309 (f)504.280.2312 lori.taylor@.newbeginningsnola.net

C. Data Snapshots

2017-18 enrollment rate of students with disabilities served by the school	8.0%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	0%
2016-17 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 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 is based on the Universal Screening data.</p> <p>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. Study Island and Accelerated Reading and Math) 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>
School Building Level Committee (SBLC)	<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 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</p>

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	<p>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.</p> <p>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.
Appraisal Team	<p>Upon identification of a student suspected of being exceptional, a <u>qualified pupil appraisal staff member</u> 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</p>

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	<p>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 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 immediately.</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p>4 Special Ed Teachers 4 Paraprofessionals: 2 Academic Interventionists:</p> <p>Examples of curricula: Specially designed instruction include alterations, modifications, and adaptations in instructional methods, materials, techniques, media, physical setting, or environment. More specifically specialized instruction includes 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 are provided through Xavier University Speech and Hearing Department.
Counseling (mental health and other therapies)	One Counselor and one Social Worker on staff
Occupational therapy	1 external provider contracted
Physical therapy	1 external provider contracted
Health/Nursing services	1 school 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).</p> <p>This teacher assist schools in creating an ideal academic environment for children who require special accommodations due to visual impairment,</p>

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	<p>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 and available when needed for instruction and interpreting services.</p> <p>Facility and service accommodations include a ramp at every entrance way and an elevator to all three floors.</p>
Adaptive physical education	1 external provider contracted
Specialized Transportation	Methods of transportation: Bus transportation for special needs student that need door to door pickup and or a lift. A para is on the bus to assist with putting students on and off the bus.
Assistive Technology	Examples of supports: Computers, IPADs, text to speech programs, calculators

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
PK – 5	<p>We provide students with the appropriate service minutes in the general education setting as denoted in the IEP.</p> <p>Special Education Teachers along with Para-Educators employ the following:</p> <ul style="list-style-type: none"> • Content is delivered in diverse ways (visually, verbally, written). • Implementation of multiple strategies to engage students such as computer 	<p>Resource services are provided in a separate setting for the required number of minutes as recommended in the IEP.</p> <p>Students leave the General Education class setting and receive specialized instruction in areas such as language arts, reading, and math.</p> <p>If an additional teacher is needed one will be provided.</p>	<p><i>Service not required as there is no student need at this time. If there is a need teachers will be reorganized according skill level and a substitute will be employed until a certified teacher is hired.</i></p>

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	<p>programs and art integration.</p> <p>Positive Behavior Supports.</p>		
6 – 8	<p>We provide students with the appropriate service minutes in the general education setting as recommended in the IEP.</p> <p>Special Education Teachers along with Para-Educators employ the following:</p> <ul style="list-style-type: none"> • Content is delivered in diverse ways (visually, verbally, written). • Implementation of multiple strategies to engage students such as computer programs and art integration. <p>Positive Behavior Supports.</p>	<p>Resource services are provided in a separate setting for the required number of minutes as recommended in the IEP.</p> <p>Students leave the General Education class setting and receive specialized instruction in areas such as language, reading, and math.</p> <p>If an additional teacher is needed one will be provided</p>	<p><i>Service not required as there is no student need at this time. Additional teachers will be hired if needed.</i></p>
9/T9 – 12	N/A	N/A	N/A
<p>Description of extended school year services:</p>		<p>Identification: Three criteria are used to determine a student's need for ESY services:</p> <ol style="list-style-type: none"> 1. Regression/Recoupment 2. Critical Point of Instruction 3. Special Circumstances <p>The IEP team at MHN makes its decision to provide ESY services by looking at the student's academic/behavior performance that has been gathered and documented all year. Some of this information measures student achievement before and after major school breaks.</p> <p>Delivery: The IEP team will determine which services and the length of time that each service will be provided during the extended school year. The team may decide that the student will continue all the services</p>	

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	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 of each student.
Description of specialized program(s):	Preparations have been made to develop a “sensory room”. The sensory room is available for individual students under the supervision of an adult. It offers a nurturing, student centered sensory supportive environment. It is used to facilitate self-organization, self-regulation, relaxation, and sensory awareness, in order to integrate a student back into least restrictive environment.
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided:</p> <ul style="list-style-type: none"> • 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. • TRIO SUNO - TRIO includes seven programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. • TRIO UNO - mission is to generate in program participants with disabilities the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary. The program is for middle school students. • 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. • Dillard University a mentoring and tutoring program • Club Connect is a reading program partnership thru United Way • Good News Club is a faith based program for students
Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p>Educational programs vary depending on the placement of student. <u>Hospital/Homebound</u> instruction is 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</p>

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	<p>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 is designated as a specialized state-wide resource center and may assist LEAs in the provision of services as requested by LEAs.</p> <p>Medard H. Nelson Charter School with refer students to other LEAs both public and private with specialized schools for students with disabilities.</p> <p>Medard H. Nelson will refer students to existing programs that accept referrals.</p> <p>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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