

A. Description of overall philosophy:

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 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

Jordan Sanchez
Lake Area New Tech Early College High School Special
Education Coordinator
6026 Paris Avenue New Orleans, LA
70122 (o) 504-309-8944
(f) 504-510-2577
Jordan.sanchez@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

12.5%

2014-15 in school and out of school suspension
rate of students with disabilities served by the
school

31.7%

2014-15 number of students with disabilities who
are removed for disciplinary reasons for more
than 10 school days in one academic year

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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	Pamela Coney Educational Diagnostician New Beginnings Schools Foundation 2045 Lakeshore Drive, Ste. 416 New Orleans, LA 70122 (504) 252 – 6363 Pamela.coney@rsdla.net
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) 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. Kurzweil 3000 and research based intervention from intervention central.org) 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.</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</u> 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 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>
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<i>Instructional and Related Services Provision and Staffing</i>	<p># Special Education Teachers: 8 # Paraprofessionals: 8 # Academic Interventionists: 0</p> <p>Examples of curricula: Encyclopedia of Basic Employment and Daily Living</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)	3 Counselors and 2 Social Workers 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 are available to students: Lighthouse Louisiana provides comprehensive in-school services to children in public or private schools 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.</p> <p>One itinerant Certified Hearing Impaired/Deaf Instructor on staff and available when needed for instruction and interpreting services.</p> <p>The school has ADA compliant ramps and elevators, and is equipped with evacuation chairs on each elevated level.</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 assisting students on and off the bus.
Assistive Technology	Examples of supports: Tablets, calculators, word processors, slant board, weighted pencils

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
9/T9 – 12	<p>We provide students with the appropriate service minutes in the general education setting as recommended in the IEP.</p> <p>Strategies to assist students with their course content are techniques such as Study, Question and Review. The use of Kursweil text to speech program to assist students with reading and understanding subject matter.</p> <p>Other 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 requiring 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>These students are functioning usually on TIER II and need to increase their reading and/math grade levels.</p> <p>Reading interventions such as Kursweil are used improve word recognition, reading fluency and reading comprehension.</p> <p>Math interventions such as cover, copy and compare and math computer based interventions are used to improve math computation and math fluency skills.</p>	<p>Students in our self- contained classroom work on life skills as they relate to personal hygiene, the world of work, and self-help skills. The students learn to shop for groceries, prepare simple meals, and wash clothes.</p>
Description of extended school year services:		<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's 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.</p>	

	<p>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 of each student.</p>
<p>Description of specialized program(s):</p>	<p>Goodwill Industries: Offers a variety of work and skills training opportunities to individuals at Lake Area High School with a diagnosed disability referred by Louisiana Rehabilitation Services. These services include Vocational Assessment, Supported Employment Placement & Supported Employment Job Retention, Job Readiness, Direct Placement Services, and Training Programs. Career/job readiness instruction is provided once a week at Lake Area for those students who qualify for the program.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided:</p> <p>Goodwill Industries: Offers a variety of work and skills training opportunities to individuals at Lake Area High School with a diagnosed disability referred by Louisiana Rehabilitation Services. These services include Vocational Assessment, Supported Employment Placement & Supported Employment Job Retention, Job Readiness, Direct Placement Services, and Training Programs.</p> <p>Covenant House: Provides job readiness skills to the students at Lake Area High School with a diagnosed disability by allowing them to practice aligned curriculum instruction such as basic life and daily living skills at their facility three times a week.</p> <p>Project Access: Work in schools preparing students for high school graduation and for admission to and completion of a postsecondary program.</p> <p>Communities in Schools: Works with our students to provide counseling/emotional support</p>

<p>Other out-of-school instruction and supports</p>	<p>Educational programs vary depending on the placement of student.</p> <p><u>Hospital/Homebound instruction</u>: 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.</p> <p>When a student with a disability is admitted to a BSS and receives the majority of educational services from the BSS, the student shall be under the jurisdiction of the BSS, even if the student receives some services from an LEA.</p> <p>Lake Area New Tech High School with refer students to other LEAs both public and private with specialized schools for students with disabilities.</p> <p>Lake Area New Tech High 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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