

Hynes Charter School – Lakeview Campus

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

Special education staff and stakeholders at Hynes Charter School, embrace the philosophy that students with disabilities succeed when we support all children academically, socially, and emotionally. At Hynes we hold the highest expectations for teacher performance and accountability; and promote integrated service delivery for students qualifying for special education services. Special education staff focus on successful student access to the general education curriculum by identifying and addressing barriers to student success in the general education setting. The Hynes school vision and values are instilled in everything we do, and the individualized supports we provide ensure all students have the opportunity to reach their potential.

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

<p>School Leader of Special Education Programming;</p>	<p>Jeannine LaFonta                  Director, Student Support Services  <a href="mailto:jeannine.lafonta@hynesschool.com">jeannine.lafonta@hynesschool.com</a>                  (504)324-7160</p>
<p>CMO Leader of Special Education Programming;</p>	<p>Jeannine LaFonta                  Director, Student Support Services  <a href="mailto:jeannine.lafonta@hynesschool.com">jeannine.lafonta@hynesschool.com</a>                  (504)324-7160</p>

**C. Data Snapshots**

<p>2019-2020 enrollment rate of students with disabilities served by the school</p>	<p>LAKEVIEW TOTAL:</p> <ul style="list-style-type: none"> <li>• 47 students not including speech</li> <li>• 67 students including speech</li> </ul>
<p>2019-2020 in school and out of school suspension rate of students with disabilities served by the school</p>	<p>ISS: 0                  OSS: 5</p>

2019-20 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0
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<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	SBLC Coordinator: Margo Johnson, Instructional Facilitator <a href="mailto:margo.johnson@hynesschool.com">margo.johnson@hynesschool.com</a>
Response to Intervention Overview	<p><b>Examples of universal screeners:</b> Student Risk Screening Scale (SRSS); Student Risk Screening Scale Internalizing and Externalizing (SRSSIE); PreKindergarten: Gold; Kindergarten: DRDP-K; Kindergarten-2<sup>nd</sup>: mClass Math, 3<sup>rd</sup>-8<sup>th</sup>: Diagnostic DRC; Kindergarten-3<sup>rd</sup>: Reading DIBELS, Roots (1<sup>st</sup>), Gates (2<sup>nd</sup>-8<sup>th</sup>)</p> <p><b>Examples of reading interventions:</b> Lexia; Fountas and Pinnell</p> <p><b>Examples of math interventions:</b> Eureka Remediation Tools</p> <p><b>Examples of behavior interventions:</b> Behavior reflection log, restorative consequences, parent conferencing, behavior trackers, counseling groups, wrap-around services, trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system.</p>

<p>School Building Level Committee (SBLC)</p>	<p><b>Members of the SBLC team:</b>                  Required members: Principal/Designated Administrator, SBLC/SAT Chairperson, General Education Classroom Teacher, Referring Teacher                  Optional members: Parent/Guardians, Reading/Literacy Coach/Interventionist, School Social Worker, Pupil Appraisal Team Member.  <b>Example engagements with parents:</b> Develop interventions in collaboration with parents, review student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504 consideration and eligibility, a determination meeting/referral to Pupil Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations.  <b>Example decisions SBLC team can make:</b> Start/Stop/Continue Implementation of interventions or adjustment/addition of interventions, document MTSS process, referral for Section 504 evaluation, referral to Student Appraisal Team for evaluation, referral to outside services.</p>
<p>Appraisal Team</p>	<p><b>Members of appraisal team:</b> Evaluation Coordinator, Parent/Guardian, General Education Teacher, Intervention Coordinator, School Social Worker, School Psychologist/Educational Diagnostician, Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist, based on identified student needs.  <b>Example engagements with parents:</b> Meet to develop an evaluation plan and sign permission to evaluate, obtain full psycho-social history, interpret and disseminate findings of evaluation.  <b>Example decisions appraisal team can make:</b> Determine eligibility or non-eligibility of students, recommend services and interventions based on evaluation findings (including, but not limited to Section 504 plan, student support services, additional screenings).</p>

<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 5                      # Paraprofessionals: 6                      # Academic Interventionists: 2                      Examples of curricula: Unique Learning Systems, CKLA, Eureka, Handwriting Without Tears, Sing/Spell/Write, Success for All (SFA), LA Guidebooks, IXL, Achieve 3000, Vocabulary Workshop, Smarty Ants</p>
Speech/language	<p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"> <li>• 1 Contracted Provider</li> </ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Audiology	<p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"> <li>• Contractor identified should students enroll who need to access this service.</li> </ul>
Counseling (mental health, other therapies)	<p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"> <li>• 1 Full-Time School Social Worker</li> </ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Occupational therapy	<p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"> <li>• 1 Contract provider</li> </ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Physical therapy	<p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"> <li>• 1 Contract provider</li> </ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Health/Nursing services	<p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"> <li>• 1 RN Full-Time</li> </ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

PB v White – Program Description

LEA: Hynes Charter School

Lakeview Campus

<p>Orientation and mobility services and accessibility (including interpreting services)</p>	<p>Describe accessibility accommodations are available to students: Students receive instruction and equipment per their IEP. This building includes an elevator to ensure safe movement from one floor to the next. Teachers and staff will ensure entryways, classrooms, hallways, and other spaces are clear of debris and other materials that may cause disruption in walking from one place to another. Students with orientation/mobility impairments will be accessed by an OM specialist to determine whether O/M Related Services or OM Training is required, etc. and specific objectives will be included in the IEP, if appropriate.</p> <p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"><li>• 1 contracted provider</li></ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"><li>• N/A</li></ul>
<p>Any special accessibility services for students with visual and/or hearing impairments.</p>	<p># On staff or contracted from external provider:</p> <ul style="list-style-type: none"><li>• 1 contracted provider</li></ul> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"><li>• N/A</li></ul>
<p>Specialized Transportation</p>	<p>Methods of transportation: There is currently no request for specialized transportation to and from school. Specialized transportation (handicapped accessible school bus) is provided for field trips.</p> <p>If not currently providing service, plan to deliver service in future:</p> <ul style="list-style-type: none"><li>• N/A</li></ul>
<p>Assistive Technology</p>	<p>Examples of supports: Calculators, iPads, Chromebooks, Digital Media/Audio Materials, pencil grips, Communication Devices, if needed</p>

<b>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</b>			
<i>School-based Supports (in-school)</i>			
	<b>Description of Supports within Inclusion</b>	<b>Description of Supports within Resource</b>	<b>Description of Supports within Self-Contained</b>
PK – 8	Students are supported in the inclusive setting through a combination of push in services provided by Special Education teachers and paraprofessionals as well as limited pull out support. Services focus on providing curriculum embedded accommodations and modifications. General Education and Special Education teachers collaborate to plan instruction. Behavior supports provided as needed.	Students receive resource support as needed. Students are pulled to build skills in specific areas with a special education teacher. Work is modified per the student’s IEP and individually tailored to student’s level and goals. Behavior supports provided as needed.	Students with significant needs may receive all or part of their instruction in a substantially separate setting. This setting focuses on adaptive and functional skills while supporting students to access the general curriculum. This Community Based Instruction class focuses heavily on building student independence and ability to generalize skills. Paraprofessional support provided as needed.
9/T9 – 12	<ul style="list-style-type: none"> <li>N/A - LEA does not offer these grades.</li> </ul>		
Description of extended school year services:		Identification: Students qualify based upon criteria identified by the IEP team (e.g., Regression-Recoupment, Critical Point of Instruction 1 & 2, and Special Circumstances). Students receive individualized support beyond the normal school year of the LEA at no cost to families.	

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Description of specialized programs (criteria for participation, delivery):	Students are identified for specialized programs based upon eligibility for LEAP Connect track. Work is modified to meet student’s individual needs and IEP goals. Social skills development is embedded in the class. The Unique NY2 Curriculum is used along with Louisiana’s Connector Standards.
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	NOLA Public Schools, Multiple Mental health agencies.
Other out-of-school instruction and supports	<b>Methods of instruction and service delivery:</b> <ul style="list-style-type: none"><li>• Hospital/Homebound Services provided with referral and written approval of student's physician or licensed psychologist. If not currently providing service, plan to deliver service in future:</li><li>• Coordinate with local agencies to support students requiring placement in special school, or more restrictive therapeutic settings.</li></ul>