



## NEW HARMONY HIGH SCHOOL

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

New Harmony High values student identity. We believe that every child deserves to receive the best education possible. Being placed in the least restrictive environment, gaining necessary life skills and learning how to relate and communicate with people from different walks of life is imperative to the academic growth and success of any student.

New Harmony High believes that diverse learners do better in general education settings, and that this benefit is twofold as general education students benefit from a truly inclusive model as well. Thus, instructional strategies, curriculum adaptations, and behavioral interventions are applied in the least restrictive environment.

New Harmony High School empowers each student to discover their individual gifts and talents. We leverage those strengths to work on relevant, rigorous projects, and engage with the community through interest-based fellowships, working alongside mentors on real problems. We provide the staff, related services and resources to meet the unique needs of all students.

### B. Name and contact information for Director of Special Education (school and, if applicable, network):

School Leader of Special Education Programming; Contact Information	Rochell Hillard Director of Special Education 504-612-7869 Rochell.hillard@newharmonyhigh.org
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### C. Data Snapshots

2023-2024 enrollment rate of students with disabilities served by the school	10.2%
2022-2023 in school and out of school suspension rate of students with disabilities served by the school	0%
2022-2023 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	< 10



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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	<p>Rochell Hillard          Director of Special Education          504-612-7869          Rochell.hillard@newharmonyhigh.org</p>
Response to Intervention Overview	<p><b>Examples of universal screeners:</b></p> <ul style="list-style-type: none"> <li>● Star Reading and Star Math</li> <li>● Review of behavior referrals and classroom management data</li> <li>● San Diego Quick</li> <li>● Teacher's College Comprehension Screeners</li> </ul> <p><b>Examples of reading interventions:</b></p> <ul style="list-style-type: none"> <li>● HillRAP</li> <li>● Rewards Reading Intervention</li> <li>● The Writing Revolution</li> <li>● Interim assessments (mock EOC)</li> <li>● NewsELA and corresponding data</li> <li>● IXL</li> </ul> <p><b>Examples of math interventions:</b></p> <ul style="list-style-type: none"> <li>● SpringMath</li> <li>● Algebra by Example</li> <li>● PALS</li> <li>● Math-U-See</li> <li>● Interim assessments (mock EOC)</li> </ul> <p><b>Examples of behavior interventions:</b></p> <ul style="list-style-type: none"> <li>● Check in/out</li> <li>● Behavior Tracker</li> <li>● Social Skills groups</li> <li>● Counseling services</li> <li>● Mentor check-ins</li> <li>● Individualized Behavior Intervention Plans</li> <li>● Behavior Reflection Log</li> <li>● Restorative Consequences</li> <li>● Scheduled /Supervised Breaks</li> <li>● School-wide PBIS system</li> </ul>
School Building Level Committee (SBLC)	<p><b>Members of the SBLC team:</b></p> <p>Required Members</p> <ul style="list-style-type: none"> <li>● School Leader</li> <li>● General Education Teacher</li> <li>● Referring Teacher</li> <li>● SBLC Chairperson</li> </ul>



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	<p>Recommended Members:</p> <ul style="list-style-type: none"><li>● School Counselor</li><li>● Director of Special Education</li><li>● School Nurse</li><li>● School Social Worker</li><li>● Parent(s)/Guardians</li></ul> <p><b>Example engagements with parents:</b></p> <ul style="list-style-type: none"><li>● Phone conferences (speak with parent/guardian in advance to let them know what to expect at a SBLC meeting)</li><li>● Written communication (i.e. consent for intervention, notifications of changes in intervention, progress monitoring)</li><li>● In-person consultation and collaboration meetings</li><li>● Home visits</li><li>● Follow-up meeting with parent(s)/guardian</li></ul> <p><b>Example decisions SBLC team can make:</b></p> <ul style="list-style-type: none"><li>● Conduct no further action at this time</li><li>● Continue current intervention and progress monitoring through the RtI process</li><li>● Conduct additional interventions through the RtI process</li><li>● 504 Referral</li><li>● Refer the student to pupil appraisal personnel for support</li><li>● Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected</li></ul>
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Appraisal Team	<p><b>Members of Appraisal Team:</b> Team Member Always Present:</p> <ul style="list-style-type: none"><li>• Director of Special Education/Case Manager</li><li>• Educational Diagnostician/Licensed School Psychiatrist (contracted team member)</li><li>• School Leader</li><li>• Student's individual advisor</li></ul> <p><b>Team Members Present as Needed:</b></p> <ul style="list-style-type: none"><li>• General Education Teachers</li><li>• Speech Language Pathologist (contracted team member)</li><li>• Licensed School Social Worker (full-time team member through Communities in Schools)</li><li>• Nurse (full-time team member)</li><li>• Paraprofessional (full-time team member)</li><li>• Occupational Therapist (contracted team member)</li><li>• Physical Therapist (contracted team member)</li><li>• Adapted Physical Education Teacher (contracted team member)</li><li>• Audiologist (contracted team member/as determined by screening needs)</li><li>• Orientation &amp; Mobility (contracted team member)</li><li>• Doctor (contracted team member)</li></ul> <p><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 finding of evaluation. Parents and families are engaged in the student's learning process and enrolled in New Harmony alongside their students as resources to.</p>
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	<p>the school community. This structure creates a student-centered learning model at New Harmony, where students are invested in their learning and challenged to pursue their interests by a supportive community of educators, professionals, and family members.</p> <ul style="list-style-type: none"><li>• Phone call with parents regarding concerns</li><li>• Invitation to meeting via letter and/or email</li><li>• In-Person Parent Meeting (for annual IEP meetings, evaluation dissemination meetings, individual learning plans, creating health plans, etc.)</li><li>• Invitation for exhibition presentations quarterly</li><li>• Open house events 5-6x per year</li></ul> <p><b>Example decisions appraisal team can make:</b></p> <ul style="list-style-type: none"><li>• Student qualifies for disability under IDEA</li><li>• Student no longer qualifies for disability under IDEA; student no longer meets requirements to receive special education services.</li><li>• Student needs a more (or less) restrictive environment to meet their educational, social emotional and/or functional needs.</li><li>• Student's disability category has changed (for example: student changes from Speech Language Impairment to SLD in the area of Mathematics Calculations)</li></ul>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p>Each student has an individual learning plan, so we proactively work to provide services through our school design. In addition, we have</p> <ul style="list-style-type: none"><li>• 4 Special Education Teachers/Case Managers</li><li>• 3 Paraprofessionals/Academic Interventionists</li></ul> <p>Examples of Curricula:</p> <ul style="list-style-type: none"><li>• Algebra by Example</li><li>• PALS</li><li>• Math-U-See</li><li>• The Writing Revolution</li><li>• NewsELA (set Lexile level per student)</li><li>• StoryBoardThat.com</li><li>• Guided Reading</li></ul>



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	<p>All curricula is selected for each individual student based on their specific learning needs as outlined in their Individualized Education Plan (IEP) and goals in their Individualized Learning Plan (ILP). Progress towards IEP goals is reviewed quarterly, we use this data to determine if we need to change/adjust/or otherwise alter the student's programming.</p>
Speech/language	1 Contracted from external provider (Hubbard & Tennyson)
Audiology	We plan to contract with New Orleans Speech and Hearing or other agencies if a need for an audiologist should arise.
Counseling (mental health and other therapies)	1 Contracted from external provider (Communities in Schools)
Social Worker	1 contracted from external provider (Communities in School)
Occupational Therapy	1 Occupational Therapist (Contracted/Health Pro)
Physical Therapy	1 contracted from external provider (contracted/Health Pro)
Health/Nursing Services	1 full-time Registered Nurse
Orientation and Mobility Services and Accessibility (including interpreting services)	<p>Describe accessibility accommodations available to students:</p> <ul style="list-style-type: none"> <li>• Bilingual Staff</li> <li>• Certified Interpreter (Language Line)</li> </ul> <p>When a student enrolls who has orientation and/or mobility impairments, we will contract with the appropriate provider (Braille, assistive technology training, etc.).</p>
Adaptive Physical Education	1 contracted from external provider (A1 A.P.E. Service)
Specialized Transportation	<p>Methods of Transportation:</p> <p>New Harmony's contract with our bus provider includes special transportation for students as outlined in their Individualized Education Plan (IEP)</p>



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<p>Assistive Technology</p>	<p>Examples of Supports:</p> <ul style="list-style-type: none"><li>● Calculators</li><li>● 1:1 Chromebooks</li><li>● Word processor with spelling and grammar check</li><li>● Use of pictures with text</li><li>● Electronic books (utilizing Overdrive from NOPL)</li><li>● Concept mapping and outlining software (StoryBoard That)</li></ul> <p>We are dedicated to creatively address student needs for assistive</p>
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	technology in the areas of motor aspects of writing, computer access, composing written material, communication, reading and learning & studying.
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<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>			
At New Harmony High we provide a continuum of services to ensure that every student is in their least restrictive environment and constantly exploring their passions and interests in a meaningful way. The IEP Team works together to ensure that each student is participating in the programming that will most benefit their individual graduation paths.			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained*
T9-12	<ul style="list-style-type: none"> <li>• Small groups (Advisory of less than 15)</li> <li>• 1:1 Student Support (accommodate to academics &amp; behaviors to promote LRE)</li> <li>• Grade level Case Manager who provides academic support in classroom</li> <li>• Accommodations &amp; Modification in general education environment</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Individual check-ins with Case Manager</li> <li>• Related Services (Counseling, Speech, Health Services, etc.)</li> <li>• Small group pull-outs with Special Education teacher when student is identified as struggling to make progress in general education setting</li> </ul>	*New Harmony High believes that with the necessary supports, a self-contained setting is not the least restrictive environment. We are currently successful with providing paraprofessional support, the combination of Individualized Learning Plans and Individualized Education Plans. We are willing and prepared to provide services further along the continuum but are successful with our inclusive support.
Description of extended school year services:		<b>Identification:</b> Students selected through IEP team process based upon screening criteria identified per the requirements specified in Bulletin 1530 Section 705 (e.g. Regression Recoupment, Critical point of Instruction, and Special	



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	<p>Circumstances) for ESY services.  <b>Delivery:</b>          New Harmony will provide Extended School Year Services to students who qualify for individual screening areas. Extended School Year Services are individualized based on student's need and least restrictive environment as outlined in the Extended School Year IEP.</p>
<p>Description of specialized program(s):</p>	<p><b>Criteria for participation:</b>          New Harmony High determines participation based on information and data collection and analysis. Participation is based on individual student needs per their IEP.</p> <p><b>Delivery:</b>          New Harmony High accesses a continuum of services that includes regular setting, resource setting, separate setting, separate school and homebound services.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partnerships make up a huge part of our school design. We have partnerships with the following organizations:</p> <ul style="list-style-type: none"> <li>• Delgado Community College</li> <li>• New Orleans Public Library</li> <li>• Shell Oil &amp; Gas</li> <li>• Ripple Effect</li> <li>• The Nature Conservancy</li> <li>• Louisiana Master Naturalists</li> <li>• Uncommon Construction</li> <li>• Loyola University</li> <li>• Cowen Institute for Public Education</li> <li>• Louisiana Department of Wildlife and Fisheries</li> <li>• NORD</li> <li>• Communities in Schools</li> </ul> <p>We will continue to build relationships with the following:</p> <ul style="list-style-type: none"> <li>• Louisiana Rehabilitative Services (LRS)</li> <li>• Youth Opportunities Center (YOC)</li> <li>• Metropolitan Human Services District (MHSD)</li> <li>• Coordinated Systems of Care (CSOC)</li> </ul>
<p>Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility)</p>	<p><b>If not currently providing service, plan to deliver service in the future:</b>          Should a student at New Harmony High require a special school, therapeutic setting or hospital setting, we would collaborate with both private and public settings to ensure</p>



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	<p>the student is placed in the most appropriate environment. Examples of this type of support include, but are not limited to Center for Resilience, Raphael Academy, Substance Abuse Programs, homebound services, etc.</p> <p>At the time that a student is incarcerated and/or in a juvenile detention facility, jurisdiction of the student officially falls into the control of the OPSB; New Harmony will ensure that collaboration continues while a student is in a juvenile detention center.</p>
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