

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

The NET Charter High School serves students who have dropped out of, been expelled from, or who have struggled academically or behaviorally in a traditional school. The school's mission is to support such students to gain the skills, confidence, and experiences necessary to graduate high school and succeed in the education and career of their choice.

Because all NET students need some type of academic, behavioral, mental health, and/or other support, the school is designed to serve all students as if they were qualified for an IEP. Every student completes a variety of assessments when he/she enters and develops an individual plan for his/her time at the school; every student is served through small classes; every student's progress is closely monitored by a team of teachers and support professionals and if the student is not making progress he/she receives additional interventions and supports.

Thus students with IEPs are not separated or segregated in any way. With the exception of slightly different paperwork and some specific supports that are only available for them, their experience at The NET is the same as that of all students—a highly individualized and supported experience differentiated to their needs and goals.

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

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| School Leader of Special Education Programming; Contact Information | Elizabeth Ostberg, ED & Principal eostberg@thenetnola.org (504) 228 4294 Maralee Thomson-Yood, Special Education Coordinator Lthomson-yood@thenetnola.org (504) 940 4759 |
| CMO Leader of Special Education Programming; Contact Information (if different) | N/a |

C. Data Snapshots

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| 2015-16 enrollment rate of students with disabilities served by the school | 17.4% |
| 2014-15 in school and out of school suspension rate of students with disabilities served by the school | 27.7% |
| 2014-15 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year | 0 |

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| D. Description of how pupil appraisal, special education, and related services are provided by the school | |
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| <i>Appraisal/Evaluation</i> | |
| Main point of contact if a parent would like to request an evaluation | Maralee Thomson-Yood, Special Education Coordinator Lthomson-yood@thenetnola.org (504) 940 4759 |
| Response to Intervention Overview | <p>Examples of universal screeners: STAR Reading & Math; Assessment of Lagging Skills & Unsolved Problems, Plan to Do Better Student Interview for behavior screening</p> <p>Examples of reading interventions: Phonic Blitz & Boost, Guided Reading, Achieve 3000</p> <p>Examples of math interventions: Alex, Compass Odyssey, Keys to Math</p> <p>Examples of behavior interventions: Tier II: Restorative Practices, Individualized Intervention Plans, Individual Counseling, Support Groups Tier III: FBA/BIPs (BIPs include, but are not limited to: reinforcement based tools, belief based tools, skill based tools, needs based tools, environmental tools), Individual Counseling, Group Counseling, Support Classes (lower student to teacher ratio)</p> <p>Please see the attached: “The NET Charter High School Student Support/Response to Intervention Process Outline”</p> |
| School Building Level Committee (SBLC) | <p>Members of the SBLC team:</p> <ul style="list-style-type: none"> • Principal • Academic Dean/Rtl Coordinator • Operations Coordinator (handles scheduling & student plans) • Special Education Coordinator • Tier 2 & 3 Teachers (as appropriate) • Psychologist • Counselor • Dean of Students <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • In person meetings at the school • Home visits • Calls • Letters • Meetings conducted via phone <p>Parent permission is obtained for all screenings and/or evaluations and parents and students are invited to participate through written invitation, phone calls, and home visits. Parents and students may participate in</p> |

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| | <p>person, via written notes, or via teleconference. At times, if appropriate, the SBLC team will convene with a family at their home.</p> <p>Example decisions SBLC team can make:</p> <ul style="list-style-type: none"> • Review student and school-wide data and determine how many and which times of classes/interventions are needed each semester • Review student data and recommend Interventions, FBA/BIPs, 504s, ELL plans, etc. <p>Review student data and make the following recommendations in accordance to Bulletin 1508:</p> <ol style="list-style-type: none"> 1. Conduct no further action at this time 2. Continue current interventions 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>Members of appraisal team:</p> <ul style="list-style-type: none"> • School Psychologist • Speech Therapist • Academic Dean/RtI Coordinator • Special Education Coordinator • Counselor • Principal • Teachers (as appropriate) • Occupational Therapist • Physical Therapist • Nurse • Audiology Specialist • Other specialists (as appropriate) <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • In person meetings at the school • Home visits • Calls • Letters • Meetings conducted via phone <p>Following a comprehensive evaluation and staffing, the pupil appraisal team may make the following decisions:</p> <ol style="list-style-type: none"> 1. The student may be classified with an exceptionality and the educational needs of the student are identified and documented on the IEP |

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| | <p>2. The student may not be classified with an exceptionality under IDEA. The student may then be referred back to the SAT for consideration of other potential services (ex: 504 Accommodation Plan, tiered academic and/or behavioral supports).</p> |
| <i>Instructional and Related Services Provision and Staffing</i> | |
| Specialized Instruction | <p># Special Education Teachers: 2 certified # Paraprofessionals: 1 # Academic Interventionists: 2</p> <p>Examples of curricula: - There is currently no need for self-contained instruction See RtI information above for specialized instruction</p> |
| Speech/language | <p># On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: n/a</p> |
| Audiology | <p># On staff or contracted from external provider: Provider contracted to complete screenings & evaluations as needed If not currently providing service, plan to deliver service in future: n/a</p> |
| Counseling (mental health and other therapies) | <p># On staff or contracted from external provider: 1.5 on staff; also refer students to a variety of MHRs If not currently providing service, plan to deliver service in future: n/a</p> |
| Occupational therapy | <p># On staff or contracted from external provider: n/a If not currently providing service, plan to deliver service in future: Currently not needed, will contract if needed</p> |
| Physical therapy | <p># On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: n/a</p> |
| Health/Nursing services | <p># On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: n/a</p> |
| Orientation and mobility services and accessibility (including interpreting services) | <p>Describe accessibility accommodations that are available to students: - All parts of the school facility are wheelchair accessible. The facility includes an elevator, handicapped stalls in all restrooms, wheelchair accessible water fountains</p> <p># On staff or contracted from external provider: n/a If not currently providing service, plan to deliver service in future: Currently not needed, will contract if needed, including any services necessary for vision, hearing or interpreting</p> |
| Adaptive physical education | <p># On staff or contracted from external provider: n/a If not currently providing service, plan to deliver service in future: Currently not needed, will contract if needed</p> |
| Specialized Transportation | <p># On staff or contracted from external provider: n/a If not currently providing service, plan to deliver service in future: Currently not needed, will contract if needed</p> |
| Assistive Technology | <p>Examples of supports: Currently only support needed is use of Calculator</p> |

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| 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 | | | |
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| <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 | N/A | N/A | N/A |
| 6 – 8 | N/A | N/A | N/A |
| 9/T9 – 12 | <ul style="list-style-type: none"> • Co-teaching • Push in supports • Personalized learning lab • <i>See Rtl information above</i> | <ul style="list-style-type: none"> • Pull out supports • Small group instruction • Tier 3 Advisory • <i>See Rtl information above</i> | <ul style="list-style-type: none"> • Self contained is not currently needed by any students. • We do provide homebound, however, as appropriate. <p>Should a self-contained setting be appropriate for a student, the following steps would be taken:</p> <ul style="list-style-type: none"> - Re-assign or hire a qualified teacher and, if needed, an aide - Re-assign a room and outfit with appropriate equipment - Expand contracts with or hire new services for nursing, therapy etc. as appropriate - Review and develop appropriate curricula and purchase appropriate materials - Review and set appropriate student goals (with family and team) - Insure appropriate progress monitoring & oversight |
| Description of extended | | Identification: | |

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| school year services: | Delivery: The NET is a year round school so services continue for all students all year. |
| Description of specialized program(s): | <p>Criteria for participation: As an alternative school, all students at The NET are part of the specialized program</p> <p>Delivery: The NET provides individualized supports for students in a year-round, small school setting. There are three primary instructional settings: core classes (following a traditional scope and sequence), advisory seminars (project based ELL & social studies classes), lab classes (online courses).</p> <p>In addition, there are academic intervention supports, a rigorous internship program, and a carpentry and construction program.</p> <p>The school's restorative based culture and wrap around supports provide support for students who struggle with behavior and mental health issues.</p> |
| <i>Community-based Supports (out-of-school)</i> | |
| Key Partnerships | <p>Partner and services provided:</p> <ul style="list-style-type: none"> - Internship mentors: the NET runs an extensive internship program for all students to provide them with career experience - LRS/Goodwill training and job placement for students with disabilities - New Orleans Sped Coop - LSUHSC: speech & language screenings - For your Eyes Only: vision screenings - A variety of MHR's for wrap around mental health support |
| Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.) | <p>Methods of instruction and service delivery:</p> <ul style="list-style-type: none"> • The NET employees a full time Homebound Teacher for students who are not able to attend school for medical, mental health or safety reasons. Homebound Teacher meets with each student multiple times per week in person and also communicates through phone and online during the hours she is not physically with the student. • The Homebound Teacher also works with juvenile and adult detention/jail, hospitals, therapeutic or mental health facilities and other secure and non secure settings to maintain continuity of learning. Depending upon the facility and situation, the Homebound Teacher directly services these students, communicates lessons through facility staff, and/or supports the transition in and out of the program. • The NET runs a Next Steps program which works with all seniors and alumni to provide ongoing support for education and career attainment after graduation. • For students who must attend a specialized setting or special school, |

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| | <p>the NET will collaborate with the family to review all data to determine the appropriate placement and explore options.</p> <p>If not currently providing service, plan to deliver service in future: N/A</p> |
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