YPI CHARTER SCHOOLS (YPICS)
DIRECTOR OF SPECIAL EDUCATION

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The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will serve their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to succeed in high school and beyond.

This report contains information related to Compliance, Professional Development and Research and Knowledge

COMPLIANCE
Enrollment of students with disabilities. The following displays the enrollment of students with an Individualized Education Program (IEP) as of February 5, 2024.

# of Students with Disabilities Enrolled		
January 2024		
School	Count	% of total Student Population
BCCS	73	21%
BCCHS	55	25%
MORCS	33	12%
Total SPED Enrollment	161	19%

The following is the percentage of students identified as having a Low-Incidence disability. Low-incidence disabilities include Autism, Deaf or Hard of Hearing, Deaf-Blindness, Intellectual Disability, Multiple Disabilities, Visual Impairment, Traumatic Brain Injury, and Orthopedic Impairment.

# of Students with Low Incidence Eligibility			
January 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	7	10%	2%
BCCHS	12	22%	5%
MORCS	5	15%	2%
Total SPED Enrollment	24	15%	3%

The following is the percentage of students identified as having a high-incidence disability. High Incidence Eligibilities include Specific Learning Disabilities, Other Health Impairment (ADD/ADHD), Speech/Language Impairment, and Emotional Disturbance.

# of Students with Low Incidence Eligibility			
January 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	66	90%	19%
BCCHS	43	78%	19%
MORCS	28	85%	10%
Total SPED Enrollment	137	85%	16%

The chart below reveals the number of students with an Individualized Education Plan (IEP) by eligibility status.

January 2024									
School	#AUT	#ED	#HOH	# MD	# OHI	#SLD	#SLI	#VI	# ID
BCCS	4	1	1	0	10	52	3	0	2
BCCHS	8	0	1	0	7	36	0	0	3
MORCS	4	0	1	0	4	21	3	0	0
Total	12	1	3	0	21	109	6	0	5

AUT - Autism
DEA - Deafness
DBL - Deaf-Blindness
ED - Emotional Disturbance
HOH - Hard of Hearing
ID - Intellectual Disability
MD - Multiple Disabilities

OI - Orthopedic Impairment
OHI - Other Health Impairment
SLD - Specific Learning Disability
SLI - Speech or Language Impairment
TBI - Traumatic Brain Injury
VI - Visual Impairment
EMD - Established Medical Disability
(ages 3-5 only)

OUTSIDE VENDORS

The following is information on services provided to YPICS schools by outside vendors.

Vendor	Services
Cross Country Education	Educational Services (APE, HOH, OT, LAS, Counseling)

BEHAVIOR SERVICES-OUTSIDE VENDORS

Vendor	Services
Cross Country Education	Behavioral Services (BID-Behavior Intervention Development services)
Scoot (sub-services)	Providing adult assistants to work with students with significant behaviors (as needed)

The following are the number of staff for BII, BID and adult assistants.

School	Cross Country	Internal Hire
BCCS	1 BID	3 BII
BCCHS	1 BID	5 BII
MORCS	1 BID	1 BII (2 open positions)

COMPLIANCE MONITORING
Neither of the three YPICS schools with participate in District Validation Review this school year. I anticipate at least one school will be selected next year. Compliance monitoring is conducted by the Director of Special Education and school site leads.

PROFESSIONAL DEVELOPMENT

My Professional Learning Network

My Professional Learning Network (MyPLN) is developed to offer district and charter school employees access to a myriad of training opportunities on various topics. The sessions include in-person, virtual, and blended learning professional development. All special education staff are encouraged to browse the site regularly for upcoming professional development opportunities. Welligent login credentials are required to access the platform.

Charter Operated Programs - Training Hub

The Charter Operated Programs (COP) offers various training opportunities throughout the school year. Training options include:
- Woodcock-Johnson IV Assessment Tools
- Psych Case Review
- Behavior Management Strategies
- Oral Interpretation at IEPs
- Welligent 101
- Psychological First Aid
- Attendance Best Practices
- Expulsion Basics
- Supporting students experiencing loss and grief

RESEARCH AND KNOWLEDGE

Increased Funding for IDEA: President Biden's proposed 2024 budget prioritizes special education, proposing an additional $2.1 billion over the fiscal year 2023 enacted levels for Individuals with Disabilities Education Act (IDEA) Part B grants to states and preschool programs. This brings the total request to $16.8 billion, supporting special education and related services.

4 Tips to Keep Students' Misbehavior From Sapping Up Class Time

1. ***Make sure everyone is on the same page and knows what's expected.*** When people don't know what to do or what's expected, they often fall back on what they know, which is often not the best practice.
2. ***Prioritize social-emotional learning, but be clear it's not a quick fix.*** students are developmentally behind in terms of social-emotional regulation and their ability to build relationships, compared with students at the same age prior to the pandemic. But it's not a silver bullet. Students will take time to learn the skills, and adults need to be consistent in reinforcing the skills they're trying to teach.
3. ***Increase training in SEL and classroom management.*** Teachers can't prioritize SEL if they don't know how to teach it and can't effectively manage their classrooms if they aren't taught how, Court said, so providing engaging and relevant training on the topics is paramount.
4. ***Maximize assistance from support staff.*** District leaders should take the time to build and maintain relationships with other organizations that can bring more support staff into their buildings, at a time when sufficient staffing is cited by superintendents as the biggest barrier to successful behavior management.