



**YPI CHARTER SCHOOLS (YPICS)  
DIRECTOR OF SPECIAL EDUCATION**

*Submitted by: Vashon Nutt*

**March 11, 2024**

*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 March 11, 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
<b>Total</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>21</b>	<b>109</b>	<b>6</b>	<b>0</b>	<b>5</b>

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)
Scout (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 will 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**

**Legal Update:** The 9th Circuit Court of Appeals issued a decision last week that underscored the importance of providing clarity in IEP documents, particularly with regard to the frequency and duration of services. In *LAUSD v. AO*, the Court criticized LAUSD for listing a frequency range for services in the Student's IEP rather than a specific frequency. The IEP provided that the student would receive speech therapy one to ten times per week for a total of thirty minutes per week and audiology services one to five times per month for a total of twenty minutes per month.

The IDEA requires LEAs to provide parents with a formal, written, and specific offer of placement. (20 U.S.C. § 1414(d)(1)(A)(i).) The IDEA regulations further provide that the IEP must include... [Read more](#)

### **5 Special Education Inclusive Practices That Should Be in Every Classroom**

**1. Get to know your students.** When you take the time to get to know each student's individual needs, it helps you tailor your instruction and create a more welcoming learning environment. Establishing positive relationships with students is also key to creating a more inclusive school and classroom. Showing them that you care about their success and are committed to helping them reach their potential can go a long way.

**2. Create a positive culture.**

Fostering inclusivity by creating a positive culture is impactful for both special education and regular classes. You can create a positive culture in your class for students with disabilities by:

1. Establishing clear expectations, routines, and behavioral supports
2. Providing positive reinforcement for when students meet their learning goals
3. Promoting respect for others
4. Aiding students' social skills
5. Encouraging open communication and feedback
6. Creating an atmosphere of acceptance and support

**3. Offer individualized instruction.**

Individualized instruction is a critical component of inclusive education. It involves tailoring instruction to meet the specific needs and abilities of each student. To offer individualized instruction to students with disabilities, teachers need to understand their specific needs and accommodate them accordingly.

**4. Provide accommodations.**

Accommodations can help level the playing field so that all students have a fair chance at success. There are a variety of accommodations that can be provided, including modified assignments, differentiated instruction, assistive technology, and extended time on tests.

**5. Make use of technology.**

Assistive technology can enable students with disabilities to participate in educational activities they would otherwise not be able to complete. In the classroom, assistive technology includes anything from low-tech tools, such as adapted pencils and magnifiers, to high-tech tools, such as voice recognition software or augmentative communication devices.