



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

Submitted by: Vashon Nutt

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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 April 19, 2024.

# of Students with Disabilities Enrolled		
January 2024		
School	Count	% of total Student Population
BCCS	74	21%
BCCHS	56	25%
MORCS	33	12%
Total SPED Enrollment	163	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	67	90%	19%
BCCHS	44	78%	19%
MORCS	28	85%	10%
Total SPED Enrollment	139	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	53	3	0	2
BCCHS	8	0	1	0	7	37	0	0	3
MORCS	4	0	1	0	4	21	3	0	0
Total	12	1	3	0	21	111	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	2 BII (1 open position)

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

Paraprofessional PD - Behavior April 22, 2024

RESEARCH AND KNOWLEDGE

Legal Update: [Disregard of 12-year-old's BIP \(Behavior Intervention Plan\) invalidates MDR \(Manifestation Determination Review\) and overturns suspension for touching peer](#)

Case name: Sampson County Bd. of Educ. v. Torresex rel. E.T., 124 LRP 8435 (E.D.N.C. 02/13/24).

Ruling: A North Carolina district violated the IDEA when it suspended a 12-year-old boy with selective mutism, ADHD, and oppositional defiant disorder for poking a female schoolmate in the buttocks. Holding that the student's behavior was a manifestation of his disabilities, the U.S. District Court, Eastern District of North Carolina, upheld an administrative decision that vacated the student's long-term suspension.

What it means: A district cannot pick and choose which information it will consider when conducting a manifestation determination review for a student with a disability. If The team disregards key information, such as the student's behavioral history or his current interventions, the district almost surely will find itself defending the team's findings. Here, the student's behavioral intervention plan showed he routinely touched teachers and classmates, often inappropriately, to communicate with them or to get their attention. The MDR team's failure to consider that evidence under-mined its conclusion that the student sexually assaulted his schoolmate for reasons unrelated to his disabilities.

Summary: A North Carolina district's claim that a 12-year-old boy with selective mutism, ADHD, and ODD sexually assaulted a female schoolmate did not justify the student's almost year-long suspension from school. The district court agreed with an administrative law judge's decision that the conduct in question — poking the schoolmate in the buttocks — was a manifestation of the student's disabilities. U.S. District Judge Louise W. Flanagan determined that the MDR team violated the IDEA's procedural requirements by failing to consider all relevant and necessary information. The judge pointed out that the student, who did not speak in the school setting, had a documented history of touching others to communicate or to get their attention. Although the district had conducted a functional behavioral assessment and developed a BIP, the judge noted that the MDR team did not consider any of that information. To the contrary, the judge observed, the MDR team's report stated that the student did not have a BIP. Judge Flanagan also questioned the district's decision to classify the student's behavior as "sexual assault," given its knowledge of his behavioral history. "In sum, the MDR violated the procedural requirements of IDEA and these violations 'resulted in the loss of an educational opportunity' for [the student]," the judge wrote. After Examining all relevant information, the judge determined that the student's conduct was a manifestation of his disabilities. Not only did the student's selective mutism impede his communication at school, the judge observed, but his ADHD led him to act impulsively. Furthermore, the judge observed, the fact that the incident occurred during a transition period — a time when such behaviors were more likely to manifest — suggested that the district failed to implement the student's BIP. The court upheld an administrative decision that vacated the student's long-term suspension.

Maximizing Student Success with Least Restrictive Environments and Appropriate Models of Inclusion

When educators work to educate students with disabilities alongside their non-disabled peers, while also meeting their unique needs and circumstances, they can effectively move beyond the confines of a one-size-fits-all classroom model.

Key Considerations:

1. **Least Restrictive Environment (LRE):** The LRE principle advocates for placing students with disabilities in the most inclusive educational setting possible, where they can access the general curriculum alongside their peers without disabilities.
2. **Benefits of Inclusion:** Inclusive education benefits not only students with disabilities but also their peers without disabilities, fostering a sense of belonging, empathy, and collaboration among all students.
3. **Inclusive Models:** The article discusses various inclusive models such as co-teaching, team teaching, and collaborative teaching, which involve partnerships between general education and special education teachers to support diverse learners in the classroom.
4. **Individualized Support:** Recognizing that each student has unique needs, inclusive education emphasizes the importance of individualized support and accommodations to ensure that all students can fully participate and succeed in the learning environment.
5. **Collaborative Approach:** Successful implementation of inclusive education requires collaboration among educators, administrators, parents, and other stakeholders to create supportive environments and address barriers to inclusion effectively.