



**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: Sharing 504 plan in Google Workspace won't guarantee implementation

Case name: Waterloo (IA) Cmty. Sch. Dist., 124 LRP9137 (OCRv, Chicago 12/08/23).

Ruling: An Iowa district may have violated Section 504 and Title II of the ADA by failing to implement a high schooler's classroom accommodations, according to OCR. To address OCR's concerns, the district signed a voluntary resolution agreement. As part of the agreement, the district committed to training school staff concerning the importance of implementing students' 504 plans and IEPs. It also promised to offer the student the opportunity to re-enroll in the district and, if the student reenrolls, to consider his need for compensatory education.

What it means: Section 504 requires that districts fully implement a student's 504 plan or IEP. To ensure that happens, districts must appoint someone to distribute the 504 plan or IEP to staff responsible for implementing it and follow up to ensure staff have reviewed and understand the plan. The teachers, in this case, reportedly were unaware of the student's 504 plan, although the counselor shared it through Google Workspace. Had the counselor followed up with teachers, she could have ensured that they reviewed the plan and understood and provided the student's classroom accommodations.

Summary: It wasn't surprising that teachers at an Iowa high school reportedly failed to provide a student's classroom accommodations, given that they didn't know he had a 504 plan. To resolve OCR's concerns that the school didn't implement the plan, the district agreed to train its staff on implementing IEPs and 504 plans. The parent claimed the district discriminated against the student by not providing several of his accommodations. OCR stated that Section 504 requires districts to provide FAPE to students with disabilities. Districts can provide FAPE by implementing a 504 plan or IEP, OCR added. Here, OCR observed, the plan included several accommodations which, according to the parent, teachers didn't provide. These, OCR noted, included preferential seating, extended time for assignments, and chunking of assignments. OCR pointed out that the counselor responsible for overseeing 504 services at the school initially shared the plan with teachers in Google Workspace, stating, "Ensure you have reviewed and are following all accommodations." When the parent asked the counselor if teachers were implementing the 504 plan, OCR noted the counselor responded: "Yes, they are!" When the parent asked the teachers a few weeks later, however, OCR remarked, the teachers reportedly told the parent they didn't know the student had a plan. This evidence created concerns, OCR stated, that teachers denied the student FAPE by failing to provide the required accommodations. Prior to OCR completing its investigation, the district pledged to take the steps outlined in solution agreement. One of the steps requires the district to train school staff concerning the importance of disseminating 504 plans and IEPs to staff, implementing accommodations, and documenting the provision of accommodations.

MORCS Puma Pride Pre- Summer Exhibition

The Special Education team met with new parents and incoming students regarding the special education program and supports and services provided by the school. A student who currently receives special education services was eager to discuss her experiences and how speech services have contributed to her success.

SPECIAL EDUCATION SERVICES

Personalized learning plans for each student, embracing different learning styles to make education meaningful. We create a warm and inclusive space where students, teachers, and families come together to support one another, ensuring that every individual feels valued and empowered to succeed.



Full Inclusion



Small Group Setting



Supports
& Services



Collaborative
Approach

RSP TEACHERS
Antonieta Navarro Carrillo
Blanca Ruiz

