



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

Submitted by: Vashon Nutt

June 24, 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 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: ‘Thanks, but no thanks’ following request to ‘add IEP’ doesn’t trigger a referral

Case name: Harvard (IL) Cmty. Unit Sch. Dist. 50, 124 LRP8643 (OCRv, Chicago (IL) 11/09/23).

Ruling: The Office for Civil Rights found insufficient evidence that an Illinois district discriminated against or failed to evaluate a third-grader with joint hypermobility in violation of ADA Title II and Section 504. It also found that the district did not fail to implement the child’s 504 plan. Nevertheless, the district promised to determine if compensatory services were due for any deficits resulting from the failure to provide occupational therapy consult services for hand-grip fatigue.

What it means: A district doesn’t fail to evaluate a student for special education if there was never a written request to initiate the process. This district informed the parent that she needed to make a request in writing if she wanted her daughter to be evaluated for special education, but the parent never did so. The district relied on that communication, the parent’s failure to follow the instruction, her response of “Thanks but NO thanks,” and the teachers’ lack of concerns to establish that it had no reason to evaluate the child and didn’t engage in disability discrimination.

Summary: Because the parent of a third-grader with a 504 plan never submitted a request for a special education evaluation in writing, and the Illinois district had no reason to suspect she had an IDEA disability, it didn’t fail to evaluate.

The child had a 504 plan for her diagnosis of joint hypermobility. The parent told district administrators that she wanted to “add an IEP with OHI” for her child and exempted from PE due to her disability. A staff member met with the parent and informed her that a request for an evaluation must be in writing. The parent responded, “Thanks But NO thanks,” which staff interpreted as the parent not wanting an evaluation.

The parent alleged that the district failed to timely evaluate her daughter for special education and discriminated.

Districts are prohibited from discriminating against children with disabilities under ADA Title II and Section 504, OCR explained. And they must conduct an evaluation of any child who, because of a disability, needs or is believed to need special education before making an initial placement or any subsequent significant change in placement, it added.

OCR found insufficient evidence of discrimination. The parent believed the district should have initiated an evaluation when she requested an IEP, OCR observed. However, the evidence established that, in response, district personnel informed her that she needed to submit a written request to initiate the referral process, and she didn’t do so. Teachers and staff had no concerns that would trigger the need for a special education evaluation, and they believed the child’s 504 plan was meeting her needs, OCR noted.

OCR also concluded that the district did not fail to implement the child's 504 plan. However, the district signed an agreement to resolve concerns about staff confusion about the implementation of updated 504 plans and clerical errors that impacted accommodations and services.

YPICS SPED Reclassification Rates

MORCS

- 4 students with IEPs were reclassified using standard criteria
- SPED Reclassification Rate $4/22 = 18\%$
- Schoolwide reclassification: $21/113 = 18.5\%$.

BCCS

- 6 students were reclassified based on their IEP/Alternative criteria
- 2 students with IEPs were reclassified based on standard criteria
- SPED Reclassification Rate $8/18 = 44\%$
- Schoolwide reclassification: $27/87 = 31\%$

BCCHS

- 1 student with an IEP was reclassified based on the Standard criteria
- SPED Reclassification Rate $1/20 = 5\%$
- Schoolwide reclassification: $2/66 = 3\%$

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

