



**Monseñor Oscar Romero
Bert Corona Charter School
Bert Corona Charter High School**

Report Agenda Item: Director's Report

Position: Director of Special Education

School Site: MORCS/BCCS/BCCHS

Purpose: For Board Information

Submitted by: Vashon Nutt

Background:

The special education department across the campuses is fully staffed. Currently we serve upwards of 150 students with varying levels of disability on the three campuses. Due to staffing issues (personal difficulties and positions vacancies), we had a good number of IEPs held beyond the compliance date. Currently all IEPs at Bert Corona Charter School are up to date and complaint. There is one IEP which still needs to be held at Bert Corona Charter School due to the need to explore alternative placement/program options. That meeting is currently recessed and scheduled to reconvene on June 29, 2018. Monseñor Oscar Romero Charter School is where we've experienced the most difficulty. Currently, all but three IEP have been held. I anticipate being 100% compliant by June 29, 2018.

Over the past year, we've dealt with two major parent concerns. One concern which was initially a special education issue turned into a civil rights complaint. I am happy to report what we were found compliant and had no corrective actions for either complaint. The second parent concern involved the parent not receiving translated IEP documents. While we have documentation to prove IEPs were translated, accompanying related service reports were not translated. Because of this complaint, we have improved our process for documenting translated IEPs and contracted with someone who is able to translate all IEP related reports.

Program Highlights

Charter Operated Programs of LAUSD Special Education Division hired a new director. Although change is difficult, this change has come with a lot of positives. There are more professional development options. Each school was assigned a specialist, and the STEP Grant reporting was streamlined.

YPI charter Schools continues to be heavily involved with Charter Operated Programs. I continue to. Serve on various committees and Ruben Duenas was lead in securing a Program Development Grant to bring PBIS to other Option 3 charter school within the network.

Special education is primarily site-based. Across the campuses, each grade level has an assigned administrator to work with sped teachers to schedule and hold IEPs.

Although students with IEPs underperform academically compared to their peers without disabilities, we have seen growth beyond what was expected. In ELA, the average RIT growth was 9.4. In math, the average growth was 5.3.

At each campus, the SPED department has partnered with the after-school program to provide students with IEPs academic enrichment over the summer. At the middle schools, students are receiving targeted intervention for ELA and Math, while the high school is offering credit recovery for students who need to make up credits toward receiving their diplomas.

Next Steps:

- Hiring! Due to growth and staff turnover, we will need to bring on several new special education teachers and related service providers on all three campuses.
- Schedule all IEPs over the summer
- Contract related services as needed
- Hold “Meet and Greet” with parent of students with IEPs.
- Provide all parents with a tentative IEP date.
- Consider alternative curriculum options for our most needy students
- Consider individual data when targeting strategies to promote growth on MAPs tests.
- Train and retrain staff to translate at IEP meetings
- Provide professional Development Series on Special Education to Gen. Ed. Teachers and Staff.
- Continue to develop new teachers through professional development.
- Develop plan to build social skills curriculum into SPED.
- Create SPED referral policy
- Develop a more thorough and consistent evaluation process for teachers and paraprofessionals.
- *Continue to support teachers in the area of behavior.*