

# **Building the Capacity of Charter Schools: Effectively Serving Students With Disabilities**

Tuesday, June 19, 2012

Innovations in the Charter School Community:  
Reinventing the Delivery of Special Education

## **Moderator:**

**Parker Baxter**, Louisiana Department of Education

## **Panelists:**

*Nancy Opalack*, Educational Support Systems, Inc.

*Elizabeth Marcell*, ReNEW Schools Charter Management Organization

*Dixon Deutsch*, New York City Special Education Collaborative

# Innovations in the Charter School Community: Reinventing the Delivery of Special Education

***“Come, my friends. ‘Tis not  
too late to seek a newer  
world.”***

***-Tennyson’s Ulysses***

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# Innovations in the Charter School Community: Reinventing the Delivery of Special Education

- ❖ Does special education need to be reinvented? Why? How so?
- ❖ Should charter schools be part of the reinvention? How can charter schools play a role?
- ❖ What is the role of choice in reinventing special education? Does choice hinder or enable reinvention?
- ❖ Does special education require centralized service delivery and student assignment?
- ❖ How can school choice encourage innovation in service delivery? What challenges do charter schools face when trying to provide special education services differently than traditional school districts?
- ❖ How can local, state, and federal policy-makers and practitioners better enable innovation in special education delivery in charter schools?
- ❖ How can charter schools and district schools work together to advocate for policies and practices that enable better service delivery in all schools?
- ❖ How can school autonomy be balanced with shared responsibility?

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**Special Education**  
**Case Management Operations Model**

**Introduction: Supporting What Works**

Educational Support Systems (ESS) has developed a school-based operations model designed to maximize integrated and seamless service delivery for students with disabilities. The model, initially introduced to Friendship Edison Schools in Washington, DC in 2003, has been successfully implemented in KIPP charter schools in the District of Columbia and New Orleans.

The model, customized for each school in a comprehensive Special Education Operations Manual, centers on the special education teacher, who also serves as the case manager directly responsible and accountable for ensuring the academic progress, individual case compliance, and provision of FAPE for no more than 12 to 16 students with disabilities. All other special education staff, providers and consultants wrap support and expertise around the teacher/case manager, make tools and resources readily available, and remove barriers hindering student achievement and success.

**Key Players**

***The Teacher/Case Manager*** is expected to implement and update meaningful IEPs based on accurate and quantitative Present Levels of Performance (PLOPS), indicators of classroom success, and learning strengths supporting continuing progress in the least restrictive setting. The teacher/case manager communicates regularly with parents, relies on advice and support from the clinicians and consultants, and refers to the multi-disciplinary team to help reinforce and/or redirect individualized programming.

The special education teacher/case manager is expected to work closely with general educators as a technical expert and adheres to general education curriculum standards and content in developing IEP goals for special education students. The special educator/case manager coaches and empowers general education teachers to modify lesson plans and ensures accommodations are implemented and adjusted as students become more proficient.

***The Special Education Coordinator*** directly supports the teachers/case managers, drives compliance and tracks compliance data; oversees the delivery of instruction and tracks academic data, advocates for special education students and staff, keeps abreast of best practices, oversees ongoing professional development, coordinates evaluation and related services, and reports program progress to school leaders.

***Clinical Service Providers*** directly support the teachers/case managers through regularly held meetings convened to discuss and develop interventions for students experiencing academic, attendance, and discipline problems. Clinicians collaborate with teachers/case managers to provide related services that can be delivered and/or practically applied in the classroom and to specific lessons and curriculum content. Clinicians promote holistic evaluation of and comprehensive prescriptions for students, based on established entry/exit criteria and in collaboration with parents and students and teachers.

## **Performance Standards and Measures**

The case management system includes user-friendly performance standards for the special education coordinator, teacher/case managers, and clinical providers. Performance is measured through an established self-assessment process that incorporates:

- individual staff member and contractor performance evaluations,
- academic and behavior management performance data by student and by teacher/case manager and/or clinical provider,
- satisfaction surveys of parents and students,
- special education performance survey of general education teachers, and
- special education coordinator's written summary of program strengths and weaknesses with focus goals for corrective action.

**Elizabeth  
Marcell**

- **We accept and support all students.**

The mission of ReNEW Schools is to turn around the lowest performing schools in our city and provide all of our students a college preparatory education. To fulfill the mission of turnaround, we firmly believe that all students – regardless of disabling condition or any challenging behaviors presented – have a fundamental right to an education and have a place at ReNEW Schools. Special education teachers work hard to create trusting, positive relationships with their students.
  
- **We provide a continuum of services to meet the needs of each individual student.**

We believe that there is no “one size fits all” model when educating students with disabilities. Therefore, we are flexible at all times and develop a continuum of services and a variety of instructional settings to meet the needs of our students. While we strongly value inclusive practices, we make individualized decisions about instructional strategies and behavioral management systems, and operate under the philosophy that “equal” is not the same thing as “fair.”
  
- **We value complete compliance and excellent communication.**

Paperwork is number one. All of our paperwork is 100 percent compliant: it is complete and timely and, beyond being merely compliant, it reflects a high standard of professionalism and quality. In addition, all students receive their appropriate number of related service minutes weekly – all students receive all of their mandated services, all of the time. Clear, reliable communication is of equal importance. All staff know when students receive their related services and foster open and ongoing dialog with general education teachers to best support our students with disabilities.
  
- **We act as a resource to our colleagues and promote a prevailing sense of positivity and possibility.**

There is often a sense of “mystery” surrounding how to best educate students with disabilities. ReNEW special education teachers act as a resource to their colleagues in the effort to provide a quality education to all students and, in doing so, remain focused on the high expectations for, and the potential of, our students with disabilities. We advocate on behalf of our students when we see a lack of inclusive practices. We work to develop an environment which students with disabilities are seamlessly and equitably woven into the fabric of the school community.

## Three Year Plan

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We acknowledge the massive challenge faced by all schools seeking to provide the best possible special education and other intervention services to exceptional students, and recognize that these challenges can be heightened in the context of ReNEW's work, as a charter management organization working to turn around New Orleans's lowest performing schools. As such, it is imperative that the Intervention Services Team develop a concrete, thoughtful, and ambitious yet feasible three-year plan that outlines the goals for the Intervention Services Team. This document details the projected state of intervention services in 2015. Fulfillment of this plan indicates a highly successful first five years of Intervention Services at ReNEW.

- **Special Education**

- **We accept and support all students**

- Our special education population reflects state- and citywide special education enrollment percentages
    - We have concrete evidence that ReNEW is widely viewed as a network of schools committed to serving students with disabilities well (e.g., public comment, special education withdrawal rates)
    - Our leaders are invested in the success of all of their students and approach challenging students with disabilities with a problem-solving mentality
    - Students receive the accommodations and modifications outlined on their IEPs in all appropriate settings
    - Front office staff never ask Special Education Coordinators whether we accept certain students with disabilities
    - Middle and high school students have appropriate transition plans and we partner with outside agencies to fulfill those plans
    - We provide gifted academic and talented arts programs to qualifying students

- **We provide a continuum of services to meet the needs of each individual student**

- We are staffed so that we can provide a true continuum of services, ranging from therapeutic settings, to self-contained settings, to half-day settings, to resource settings, to co-taught classrooms, and including a combination of special education instructional configurations for the same student (e.g., resource instruction and a co-taught classroom)
    - We have identified the most effective instructional models for each disability category and make instructional and staffing decisions based on these models
    - Student placement decisions are the result of meaningful conversations during the IEP meeting
    - Our staff to student ratios, including those for related service providers, allow us to meet students' varied needs
    - We integrate our related services into the classroom setting when possible and appropriate
    - The special education team continues its emphasis on compliance, data, and instruction

- **We value complete compliance and excellent communication**
  - Special Education Coordinators and school leaders equally emphasize the importance of paperwork and compliant folders, so that updating IEP folders and tracking required data is an integral and natural part of a special educator's job
  - There are regular schedules, accessible to Special Education Coordinators, school leaders, and general and special education teachers that share related service delivery
  - All folders are up to date, uniform, and complete, on an ongoing basis
  - We are at 100% compliance in SER on IEP and evaluation timelines
  - We have updated paperwork, including copies of evaluations, for all students
- **We act as a resource to our colleagues and promote a prevailing sense of positivity and possibility**
  - We have worked together to purchase appropriate secondary curricula in math, ELA, and writing to support our students, and have provided training to our teachers to effectively implement them
  - Our teachers collaborate across schools to meet the needs of students
  - General and special education teachers effectively co-teach and partner to provide interventions, plan differentiated lessons, etc.
  - School leaders have the tools and mindset to provide logical, appropriate positive and negative consequences to students with disabilities who exhibit challenging behaviors
  - We rely on an instructional matrix that outlines the appropriate ELA, math, and behavioral interventions for students with various difficulties in special education and in the RTI process
- **Response to Intervention**
  - All students are universally screened in literacy and math at the beginning and mid-point of the school year
  - Students have a behavioral and/or mental health screener at the beginning of the year
  - Each campus has an active SBLC that meets regularly to review student progress data, make intervention and referral decisions, and communicate with the families of students in Tier 2 and 3
  - The SBLC maintains a regularly updated tracking tool and can easily identify whether students fall into Tier 1, 2, or 3 of the RTI process, or are not identified as at risk
  - RTI is viewed as part of ReNEW's data collection process and as a useful tool for supporting struggling students
  - We develop a clear, thorough matrix that outlines the available Tier 1, 2, and 3 interventions for various student challenges in math, ELA, and behavior
  - We provide ongoing, systematic professional development and coaching related to RTI, including PD offered every six weeks to coincide with data collection and at critical decision-making points during the year
  - We ensure that parents and families of struggling students understand the intervention process and what steps must be taken before special education services can be provided
- **Section 504**
  - 504 Plans are written throughout the school year and not just prior to testing
  - Students receive the accommodations outlined on their 504 Plans throughout the year

- We adopt a two-pronged approach to identifying students who may need 504 plans in accordance with guidelines in the “Dear Colleague Letter” provided by the Office of Civil Rights on January 19, 2012: that is, we identify those students who have a disabling condition under Section 504, and then develop a plan for those students whose disabling condition interferes with their education
- School leaders and 504 Coordinators have a clear understanding of how to determine which students should have a Section 504 Plan
- Section 504 Plans are updated annually, within timelines, and parents are notified of updates and/or changes to the plan
  
- **English Language Learners**
  - We make thoughtful decisions about which ELL instructional model to implement based on our student population
  - All ELL students receive instruction at their home/chosen campus
  - We build relationships with outside providers who can assist with translation services in the various languages represented at our schools
  - Our ELL students have clear annual goals in the four components of language acquisition: speaking, listening, reading, and writing
  - We develop individualized intervention plans for each ELL student outlining the student’s current stage of language acquisition, their individual goals, and various instructional accommodations and supports from which they might benefit, and we work to develop linguistic, social, and academic skills
  - We collaborate with students’ families to best support individual ELL students and build strong relationships between the school and families through conferences, ongoing communication, and ensuring the school is an inviting place for them
  - Whenever possible, we communicate with families in the students’ native language, both verbally and with documents
  
- **Homebound Services**
  - All staff members are aware of the supports provided to students who require homebound services and understand the procedures involved in securing homebound services
  - We track the academic progress of students receiving homebound instruction using exit tickets and benchmark, as with other students
  - School-based general and/or special education teachers provide timely lesson plans to the homebound teacher so she can more easily manage instruction for students receiving homebound services
  
- **Pupil Appraisal Team**
  - We develop a full-fledged pupil appraisal team, with at least one education diagnostician, a school psychologist, and a counselor or social worker, and each case has an assigned case leader/coordinator
  - We approach evaluations from the standpoint of what is in students’ best interest, and hybridize mandates from the state with federal education policy to ensure the evaluation process is smooth and is not unnecessarily delayed
  - Leaders and/or RTI coordinators successfully complete referral packets prior to referring a student for an evaluation



- We are staffed so that the evaluation team is not unduly burdened and so the evaluation process can proceed as quickly as possible
- As appropriate, we partner with outside evaluators who provide quality evaluations to students with unique needs and/or when the pupil appraisal team is overwhelmed
- All evaluations are completed within timelines
- Multidisciplinary evaluations are explained to families in detail once results are known

- **Family Involvement**

- Across all departments within the Intervention Services team, we take active steps to include family members, including, but not limited to:
  - Ensuring parents and families of students with disabilities understand their rights
  - Taking time to explain all educational 'jargon' during meetings
  - Hosting a meeting at the beginning of the school year for parents of students with IEPs
  - Providing documents to families in their native language, whenever possible
  - Remaining available and responsive to family concerns
  - Having positive points of contact as often as possible
- We connect families to outside resources when necessary/appropriate by referring them to outside agencies and ensuring they understand appropriate enrollment procedures
- We host events to welcome parents to their children's special education classrooms, such as work expos and parent breakfasts/lunches
- We provide the instructional scope and sequence to parents so they are aware of what their children are expected to know and be able to do at various points in the school year



## MEASURES OF SUCCESS

*Actions to which special education coordinators and program will be held accountable*

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### YEAR ONE

- We ensure all special education-related documents (including evaluations, student folders, and tracking systems) are complete, compliant, and reflective of quality professional standards
- We work with schools to develop a continuum of services and placements to address the individual needs of students (*this may not be perfect, but throughout the year, changes will be made to respond to the needs of students with disabilities*)
- We develop partnerships with community-based organizations to provide additional services to our students with disabilities
- We have clear communication with school leaders and special education teachers regarding special education students and related policies, and special education coordinators are active members of small school leadership teams

### YEAR TWO

- We provide ongoing instructional coaching to support general and special education teachers in working to meet the needs of students with disabilities, and provide professional development in small school settings to target challenging students and situations
- We manage comprehensive organizational and tracking systems including, but not limited to, student attendance, student suspensions, enrollment data, service delivery minutes, parent contact logs, and state documents including FAPE review checklists and Evidence of Collaboration forms for students receiving special education services
- We collaborate with testing coordinators and school teams to ensure that students with disabilities receive their appropriate, guaranteed accommodations and modifications throughout the school year in instructional and testing situations

## Intervention Services Team

Accept & Support All Students • Provide a Continuum of Services • Value Compliance & Communication • Act As A Resource & Promote Positivity

### Special Education Teacher Responsibilities

Compliance	Data	Instruction
<ul style="list-style-type: none"> <li>• Attend all IEP meetings and, as needed, disciplinary meetings for students on case load</li> <li>• Log and file:               <ul style="list-style-type: none"> <li>○ Parent contact log</li> <li>○ Service minute logs (daily)</li> <li>○ Academic progress data                   <ul style="list-style-type: none"> <li>▪ F &amp; P data</li> <li>▪ Benchmark data</li> <li>▪ Report cards</li> <li>▪ SER progress reports</li> </ul> </li> <li>○ Date of IEP goal mastery/completion in SER</li> </ul> </li> <li>• Create and maintain fully compliant IEPs, with necessary signatures and supplemental documents</li> <li>• Update IEP At A Glance when IEP is revised</li> <li>• Ensure all students have report cards and report card grades</li> <li>• Complete evidence of collaboration forms for academic and behavioral purposes</li> <li>• For all students with behavioral disabilities, and others with repeated misbehaviors, ensure the following are on file:               <ul style="list-style-type: none"> <li>○ ALSUP</li> <li>○ Complete FBA</li> <li>○ BIP</li> <li>○ Referral</li> </ul> </li> <li>• File behavior-related documents, such as Incident reports</li> <li>• Ensure students receive required instructional minutes, per IEP, in the event of absence</li> <li>• Complete RSD iCAP spreadsheet quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Track:               <ul style="list-style-type: none"> <li>○ Progress toward IEP goals, broken into quarterly objectives</li> <li>○ Mastery of GLEs</li> <li>○ Progress on STEP data (pk – 2)</li> <li>○ Progress on F &amp; P data (3 – 12)</li> <li>○ Benchmark Data (3 – 12)</li> <li>○ Developmental Skills Checklist (pk – 2; students w severe intellectual disabilities)</li> <li>○ Growth as measured by Brigance (pk – 2)</li> </ul> </li> <li>• Track and graph behavior data, weekly, for students with BIPs</li> <li>• Complete Special Education Data Action Plan during ReNEW-wide Data Days</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all students on case load get required instructional minutes</li> <li>• Develop customized/differentiated lesson plans for any students in a pull-out, resource, or self-contained setting that balances IEP mastery with mastery of super priority standards</li> <li>• Provide instructional services, at minimum, in accordance with students' IEPs</li> <li>• Collaborate with general education teachers to determine responsibility for providing accommodations/modifications on assessments</li> <li>• Ensure all colleagues are familiar with content of IEP At A Glance for students on your case load</li> <li>• Manage BIP development and revision process for students on case load</li> <li>• Ensure all students have appropriate supplemental aids, supports, assistive technology devices, etc.</li> </ul>



# ReNEW Therapeutic Program {Operations Manual}

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## Program Definition and Goals

### Program Definition

The ReNEW Therapeutic Program is an intensive behavioral support program, conceived of as a therapeutic day school within a public school, designed to meet the needs of a small number of students with documented evidence of severe emotional and behavioral problems that present a significant barrier to student success in the classroom and positive integration within the school community. Acceptance applies only to students identified as eligible for special education services, and primarily to students with Emotionally Disturbed as the primary or secondary exceptionality of an element of a Multiple Disability.

Specific characteristics of student accepted into the program include:

- Presents an extremely serious threat to harm themselves or others
- Fails repeatedly to respond to adult intervention and authority
- Fails to relate to peers and/or adults in a positive/connected, respectful, and meaningful way across all school domains
- Demonstrates extreme withdrawal, non-participation in classroom activities and depression
- Lacks impulse control and cannot self-regulate, identify triggers to unpredictable behavior outbursts or meltdowns, and/or respond to and cooperate with redirection and de-escalation strategies
- Experiences ongoing documented discipline incidents, often resulting in removal from class and suspensions
- Prompts reports from two or more teachers of extreme and frequent disruption in class and an inordinate amount of time spent addressing the needs of one student at the expense of others
- Has a documented history of emotional and behavioral problems in previous schools, grade retentions, and/or frequent schools transfers and expulsions

Acceptance to the program is based on a referral, application, and review process, detailed in the Referral and Application and Pupil Appraisal Team Review and Next Steps sections of this Manual.

The program will consist of two classrooms, one for students in grades K – 4, and one for students in grades 5 – 8. Each classroom will be staffed by one full-time teacher and two teaching assistants. ReNEW will have one full-time counselor on staff to work exclusively with students in the program. Additionally, ReNEW is partnering with a team of LSU clinicians, including a psychiatrist, a school psychologist, and a clinical social worker, who will provide support to students in the program on a weekly basis.

Success of the program is contingent upon ongoing, active collaboration between the general education staff and the classroom staff to ensure students are progressing in the general curriculum and to facilitate smooth transitions between the program and the general classroom setting.

The program is open to all students in grades K – 8 attending ReNEW Schools citywide. The program will be housed at SciTech Academy for the 2011 – 2012 school year.

### Program Goals

The goals of the ReNEW Therapeutic Program are twofold. Within the program classrooms, the goal is to provide a structured and time-limited, safe haven setting for no more than six students with severe

and ongoing behavior and/or emotional problems that interfere with academic achievement, classroom performance and positive school community integration. In addition, students will be held to rigorous academic expectations and will receive instruction in the four core subject areas to facilitate students' access to the general curriculum.

Long term, the projected outcome of the program is to have students transition back into the general education setting, as appropriate. Students are provided with instruction in core subject areas and intensive remediation, supported by psychodynamic therapy, and equipped with evidence-based behavior management strategies and coping mechanisms that are demonstrated in the structured setting and ultimately applied and sustained over time in the general education setting. Program staff will measure outcomes by improved test scores, grades, and classroom performance; achievement of Individualized Education Plan (IEP) and Behavior Intervention Plan (BIP) goals; and decreased discipline incidents and negative behavior reports.

## Program Approach, Ownership, Core Team, and School Readiness

### Program Approach

The ReNEW Therapeutic Program will consist of a collaborative, holistic, and multi-disciplinary team approach to service delivery that includes and empowers general educators, special educators, clinical providers, and the student and parents as fully participating members of the program's team.

The program approach promotes building student self-confidence and self-efficacy, requiring student participation in developing the IEP, behavior management strategies and therapeutic interventions and determining when he/she is strong enough to begin transitioning back to the general education setting. The transition process occurs in close collaboration with clinical providers and classroom teachers.

The program approach also relies heavily on general education teacher involvement. Teachers are expected to contribute to the development of class-specific behavior management strategies, keep the student current with classroom lessons and assignments in collaboration with the special education teacher, provide one-on-one academic support and/or assign peer tutors, attend monthly meetings to monitor student academic and behavior progress during placement in the program, and mentor the student during his/her transition back into general education classes.

### Ownership

The success of the program – and of individual students *in* the program – is dependent upon all staff recognizing that students in the program are an integral part of the school community. Several proactive steps will be taken to ensure that students in the program enjoy participation in the school to the extent appropriate, including:

- Assigning every student a general education homeroom and ensuring their photographs, student work, or whatever else might be posted in their own homeroom reflects their participating
- Ensuring students are able to attend celebrations, field trips, and other activities with their general education peers, when appropriate
- Developing projects that students in the program can work collaboratively with a student in the general education setting to complete, in a neutral space
- Discussing these students' data at regular school team meetings
- Ensuring school leaders and deans regularly observe in the program classroom and give feedback as they would for any other classroom setting
- Developing a training for all staff members, to be delivered during teacher training, in which we build teachers' investment in the program
- Setting up a format for sharing lesson plans easily, such as Dropbox, Google Docs, or A Better Lesson
- Ensuring that practices and strategies implemented in the program classroom and other special education settings are accessible to general education teachers: for example, including program students in shout-outs, have program students' work posted, display photos of the students in class, etc.

### Core Team

A team of individuals will work throughout the year to support the program and will meet on a regular basis. The core team consists of:

*Project Facilitators* – Beth Giovannetti and Nancy Opalack, Louisiana Special Education

### Cooperative

*Special Education Teacher/Case Worker* – Two classroom teachers

*Special Education Coordinator, SciTech Academy* – Katie Cooney

*Special Education Coordinator, Sending School* – SEC at either Batiste or Reed

*Counselor* – Andrea Smith Bailey

*Psychologist* – LSU Health Sciences Center Staff

*Social Worker* – LSU Health Sciences Center Staff

*Psychiatrist* – LSU Health Sciences Center Staff

### **School Readiness**

A school must be ready to support and embrace the existence of the ReNEW Therapeutic Program on its campus.

Characteristics of a school ready to participate in the program include the following:

- All participating school staff embraces all students. The program and students it serves must be fully supported by school leaders, general and special educators, adjunct and resource staff, clinical providers, and consulting experts.
- The program must be adequately staffed and fully funded. Schools must be prepared to assume responsibility for adequate staff and during for a three-year period, even if outside funding and resources are no longer available.
- Participating schools must employ a competent, certified (or in the process of becoming certified) Special Education Coordinator and have access to a 1508 qualified Pupil Appraisal Team that agrees to meet monthly for case management oversight and program monitoring.
- Participating schools must have a nurse on staff.
- Participating schools must have a consistently enforced Code of Conduct and a school-wide behavior management system in place for all students, commit to minimizing removal from class and out-of-school suspensions, and demonstrate understanding and application of laws pertaining to the discipline of students with disabilities.
- Participating schools must allot a classroom space and two additional spaces for pull-out instruction and clinical service delivery.
- Participating schools must have a curriculum in place, as defined in existing state regulations and charter agreements, which provides a planned, coordinated and balanced program of study and includes academic, social, and personal living skills and vocational skills components.

## Referral and Application

The decision to refer a student to the ReNEW Therapeutic Program is a serious one and there are several steps involved. Generally, the decision to refer a student will be made by a team of adults rather than an individual. This section outlines the steps involved in the referral of a general education student versus a student already receiving special education services.

For the 2011 – 2012 school year, the ReNEW Therapeutic Program Committee, which consists of the Director of Special Education, both Special Education Coordinators, the program counselor, a social worker, a school leader, and a general education teacher, will make initial recommendations for candidates for the program. All students entering the program after the start of the 2011 – 2012 school year must do so through the referral and application process, outlined in this section.

It should be noted that the current cap on the number of students in program classrooms is eight full-time students.

### **Referral and Application for a General Education Student**

The ReNEW Therapeutic Program is a very restrictive environment relative to the general classroom. Therefore, it is highly unlikely for a student to move from the general education setting directly to the program – it is more likely that, following a comprehensive evaluation for special education and assuming the student qualifies, we would attempt other interventions, such a pull-out/small group instruction or a typical self-contained setting prior to placing the student in the program. However, there are some extreme cases in which case it may be appropriate for a general education student to move directly to the program, assuming he or she qualifies for special education services. In these cases, the following steps are involved.

- Before any student can be referred to the ReNEW Therapeutic Program, the student must already have a Behavior Intervention Plan in place, with
  - Documentation of student progress, and
  - Evidence the BIP has been revised at least once, with supporting data
- Any teacher may raise a concern at a school team meeting, and the school team determines whether it makes sense to refer the student to the program
- Before referring a student, the school team must inform the parent of the student in question, explain the program, and secure the parent’s permission to refer the student
- Before referring a student, the school team must ensure all items on the Referral to the ReNEW Therapeutic Program Checklist (see Appendix) have been completed, including:
  - A clear definition of the challenging behavior(s), with ample documentation
  - All sensory screenings (if needed) (see Appendix), in collaboration with the RTI Coordinator
  - A revised BIP, with evidence of implementation
- When the school team decides to move forward with the referral, it must complete the Application to the ReNEW Therapeutic Program (see Appendix). The following items must be attached to the application:
  - Data from the ReNEW-wide database, including
    - Attendance data
    - Behavior tracking
    - Testing/assessment reports

- Once the application is complete, a member of the school team submits it to the campus Special Education Coordinator for review (see next section, Pupil Appraisal Team Review and Next Steps)

### **Referral and Application for a Student Already Receiving Special Education Services**

The referral and application process for students already receiving special education services looks very similar to the process for general education students. The student may be referred by any one of the following:

- Special Education Coordinator
- General education team
- Special education team

The referring party must complete the following steps:

- Ensure the student has a Behavior Intervention Plan in place, with
  - Documentation of student progress, and
  - Evidence the BIP has been revised at least once, with supporting data
- Before referring a student, inform the parent of the student in question, explain the program, and secure the parent's permission to refer the student
- Before referring a student, ensure all items on the Referral to the ReNEW Therapeutic Program Checklist (see Appendix) have been completed, including:
  - A clear definition of the challenging behavior(s), with ample documentation
  - All sensory screenings (see Appendix), in collaboration with the RTI Coordinator
  - A revised BIP, with evidence of implementation
- Complete the Application to the ReNEW Therapeutic Program (see Appendix). The following items must be attached to the application:
  - Data from the ReNEW-wide database, including
    - Attendance data
    - Behavior tracking
    - Testing/assessment reports
- Once the application is complete, submit it to the campus Special Education Coordinator for review (see next section, Pupil Appraisal Team Review and Next Steps)

## Pupil Appraisal Team Review and Next Steps

During the review process, the student is not admitted to the program for several reasons, including:

- the student may not yet qualify for special education services;
- the review process may determine a more appropriate placement for the student other than the program setting;
- placement must be the result of an IEP team meeting decision.

However, if a student is exhibiting severe and/or problematic behaviors, a team including general and special education teachers, the program counselor, the Special Education Coordinator, and other available staff may meet to address each individual student's situation and problem-solve around the student, in the interim.

The following are the steps involved in the Pupil Appraisal Team Review process:

- When the Special Education Coordinator receives a complete application for the program, she convenes a review meeting with the following staff members:
  - Program Facilitators (Beth and Nancy)
  - LSU Staff
  - Diagnostician (Jen Ryan)
  - Counselor (Andrea Smith Bailey)
  - Program teacher
- At the meeting the team reviews the file and if the file is complete and supports placement in the program,
  - Andrea Smith Bailey & the Special Education Coordinator at the student's home campus conduct classroom observations to gather additional information
  - If needed, the Special Education Coordinator secures parental consent for an initial evaluation or a re-evaluation
  - If needed, the diagnostician, in collaboration with the LSU Health Sciences Center Staff, conducts a comprehensive evaluation
- Following the observation and evaluation results, the team convenes an IEP/Evaluation Review meeting to review the data and discuss the appropriate placement for the student, considering all options. At minimum, the IEP team must include: a school principal, the Special Education Coordinator, a general education teacher, a special education teacher, a diagnostician, a counselor, and the parent. When appropriate, the student should be present as well.
  - During the meeting, the Special Education Coordinator takes notes on the Core Team Meeting Notes form.

Program Acceptance and Implementation are discussed in the next section.

## Program Acceptance and Implementation

### Program Acceptance

The IEP/Evaluation Review team meeting members, including the student's parent, must use data to discuss and determine an appropriate placement for the student. *Note that if the student does not qualify for special education services following the evaluation, the student may receive support through a 504 Plan but will continue to receive instruction in the general education setting. Referrals to community agencies that may provide additional support are possible.* All options along the continuum of services, ranging from instruction in the general education classroom to resource/pull-out instruction to a self-contained setting other than the program to the ReNEW Therapeutic Program itself, will be considered.

If the ReNEW Therapeutic Program is not deemed the appropriate placement for the student, the team discusses whether alternate placements would be appropriate and selects the placement. When appropriate, the IEP is drafted or revised to reflect any changes in the student's instructional plan.

If the ReNEW Therapeutic Program is deemed the appropriate placement for the student, the team discusses the next steps for implementation of the program. The IEP is then drafted or revised to reflect any changes in the student's instructional plan, with active parent participation and input.

Once a student has been accepted into the program, school staff work with the parent to get additional information about the student's social-emotional skills in the home environment. During the development of the IEP, this data is used to develop goals related to specific social skills to work on in school and that the parent can work on with the student at home as well. The parent then completes a quarterly survey (see Appendix) so school staff can gather information about the student's social-emotional progress at home.

It is imperative that outside service providers, such as counselors through community agencies like Milestones and RTC, are included in the IEP meeting when possible and are part of team decisions, so they can support students in working towards similar social-emotional goals.

### Transition and Implementation

When a student is accepted into the ReNEW Therapeutic Program, it is important that the student experience a smooth transition to this new setting. To facilitate this transition, the following steps are in place as the program is implemented for an individual child:

- The student's general education teachers, when applicable, and program teacher sit down to discuss the transition with the student
  - Together, this group reviews the student's new daily schedule with him or her
  - Ideally, the parent is part of this conversation as well
- The student tours the classroom and sees the space while it's empty, as well as where his or her desk will be. Ideally, the parent participates in this classroom tour as well.
- The program teacher has a clear plan in place to welcome a new student into the program

Depending on what the IEP team determines is in the best interest of the student, and on the daily schedule of the ReNEW Therapeutic Program classroom, the entering student participates in a series of scaffolded transition activities. Activities may include, but are not limited to:

- Attending breakfast and morning meeting with students in the new classroom

- Having lunch with students in the new class

The length of the transition will vary based on the individual needs of the students, but is anticipated to require three to five days, and no more than five days, to be finalized.

In addition, the program counselor and teacher notify students in the program from the beginning of the school year that new students will likely be joining them as the year goes on. However, when a new student is transitioning in to the program, the counselor and teacher co-facilitate a group conversation with the current students, and without the new student, to discuss the new student's arrival and how the current students will make the new student feel welcome.

Parent participation is valued, encouraged, and crucial to students' success in the program. Therefore, each program classroom will hold parent events on a monthly basis. At minimum, each classroom will have:

- A parent breakfast once a month
- A parent lunch once a month

during which parents are invited to have breakfast or lunch with their student, and can connect with other parents of students in the program. In preparation for these meals, the program counselor and program teacher will work to develop any agenda they feel is appropriate.

*For 2011 – 2012 Start-Up Year*

Since fall 2011 will be the first time the ReNEW Therapeutic Program is implemented, we will host an Open House during the week of July 11 (the week prior to the first week of school) to welcome students and families to the program.

## Vision for Student Goals and Management Systems

One of the values of ReNEW, and the ReNEW special education team, is providing appropriate and individualized supports and services to each student. This value holds true in the ReNEW Therapeutic Program as well, and is the foundation for all student goals and management systems.

### **Student Goals**

#### *Academic Goals*

Students in the ReNEW Therapeutic Program will be held to the same academic goals as students in other settings. From a purely academic perspective, this means:

- Students taking iLEAP or LEAP will be assessed on a mastery of standards/GLEs
- Students taking LAA 2 will be assessed based on a combination of mastery of super priority GLEs (75%) and mastery of IEP goals (25%)
- Students taking LAA 1 will be assessed based on mastery of IEP goals

Students participate in the same assessment schedule, including teacher-created assessments, the special education-specific suite of assessments, and external assessments such as those created by the Achievement Network, as well as state assessments.

It is essential that instruction in the ReNEW Therapeutic Program classrooms is differentiated. Multiple grade levels will be represented in each classroom, of course, but we also know that students learn in different ways and have different strengths, and instruction in the program classrooms will be designed to capitalize on students' strengths and to foster their engagement.

In addition, every effort will be made to involve general education students in work being done in the ReNEW Therapeutic Program and vice versa. Since students in the program classrooms will be following the general education curriculum, it should be easy for students to collaborate on a project, for example. We recommend that these types of collaborations happen in a neutral space, such as the open space on the third floor of SciTech Academy, rather than in either the general or program classroom. Even before students in the program are ready to transition to the general education setting for part of the day, this type of cooperation with general education peers ensures access to the general curriculum and can help students continue to practice and learn appropriate skills and behaviors for the general setting.

#### *Behavioral and Counseling Goals*

Each student in the ReNEW Therapeutic Program will have individualized, specific behavioral and counseling goals derived from their Individualized Education Plan and aligned to their Functional Behavioral Assessment and Behavior Intervention Plan.

While in the classroom and while receiving counseling services, students will be working to pass a risk assessment (see Appendix) and to develop appropriate coping skills, as well as to interact appropriately with their peers in the general setting.

The program teachers and counselor will use tracking systems to monitor students' behavioral progress on a weekly basis at least, and weekly integrity checks will be conducted in partnership with Special Education Coordinators to ensure the Behavior Intervention Plans are being implemented with fidelity.

#### *Parent Participation*

Parents will be made aware of students' academic and behavioral goals in several ways. First, parents will be active participants in the IEP team as it works to develop these goals when drafting the IEP and making any necessary revisions to the Behavior Intervention Plans. Second, the program teacher and counselor will send home a survey to parents on a quarterly basis to assess students' progress on their behavioral goals at home, and any goal adjustments necessary can be made by the IEP team in collaboration with the parent. Third, quarterly progress reports will be sent home with students' report cards.

### **Management**

Clear, consistent, and positive classroom management is an essential component of the ReNEW Therapeutic Program. Management systems in the classrooms meet the following criteria:

- They are visible and trackable
- They include positive and negative reinforcements, and emphasize the undergirding philosophy of School-Wide Positive Behavior Interventions and Supports: that the consequence for negative behavior is not getting something
- They are present for the whole class AND at the individual level
- They are aligned with students' Behavior Intervention Plans

In addition to in-class and/or class-wide incentives, students in the ReNEW Therapeutic Program will be able to participate with their general education peers in incentive systems such as celebrations and field trips, as long as it is safe and appropriate for them to do so. Students must be very clear on how they can earn such incentives, and may be accompanied by a paraprofessional to facilitate their participation.

## Performance Monitoring, Compliance, and Management

To assist with performance monitoring and management for all students receiving special education services, ReNEW Schools will be launching a web site for the 2011 – 2012 school year, complete with tracking systems, forms, service logs, and other tools to facilitate monitoring. The ReNEW Therapeutic Program teachers will have full access to this web site to assist with monitoring and management.

### **Performance Monitoring**

#### *Academic*

The academic progress of students in the ReNEW Therapeutic Program will be tracked using the same tracking tools used with other students with Individualized Education Plans. Similarly, the same expectations regarding tracking progress and utilizing gradebook systems will apply to the program classroom. Tracking towards mastery of IEP goals, broken down by quarter, is also expected. In addition, each student will be expected to have a portfolio of work samples to demonstrate academic progress.

#### *Behavioral*

Behavioral expectations and performance monitoring are outlined in the section, “Vision for Student Goals and Management Systems.” However, it is important to reiterate that behavioral performance monitoring must be:

- Class-wide and individualized
- Visual and easily measured
- Weekly (e.g., integrity checks for implementation of the Behavior Intervention Plan)

Behavioral data must be tracked and graphed in such a way that it is easy to see behavioral trends (e.g., tracking the time of day at which certain behaviors occur); also, program teachers must track students’ responses to various behavioral interventions so we are better able to make decisions about interventions that have a positive impact on students’ behavior.

The appropriate Behavior Interventionist from each school (K – 2, 3 – 5, and/or 6 – 8) should participate in the development of individualized behavior systems and, when appropriate, in the tracking of behavioral data.

### **Compliance**

All special education teachers, including ReNEW Therapeutic Program teachers, are expected to help ensure 100% compliance with state and federal special education laws. At minimum:

- All students in the program have an Assessment of Lagging Skills and Unsolved Problems, a comprehensive Functional Behavioral Assessment, and a Behavior Intervention Plan
- Teachers complete parent/guardian contact logs, updated for each incident of parent contact
- Teachers and counselor complete daily service logs, with minutes of service provided and a description of the nature of service/what is being worked on at the given time
- Teachers use tracking forms (provided) to track IEP goal mastery and student progress on special education-specific suite of assessments
- Teachers, counselor, and Behavior Interventionist (when appropriate) track behavior intervention data, per the Behavior Intervention Plan

- Teachers are responsible for filing contact logs, service logs, and academic and behavioral tracking data in students' hard copy IEP folders (as opposed to just uploading to the special education site) on a monthly basis

### **Management**

Collaboration is essential to the success of the ReNEW Therapeutic Program. Therefore, the following program management structures are in place:

- Program teachers share student progress data at school team meetings to ensure the active inclusion of students in the program in all data conversations
- School leaders observe in the program classrooms as part of the regular observation cycle
- Program teachers collaborate with the appropriate general education teachers on a weekly basis to ensure students' access to the general curriculum and to foster a sense of partnership and ownership of all students
- Professionals involved in the program – including, but not limited to, the program teacher and counselor, LSU staff, related service providers, and the Special Education Coordinator – meet monthly to discuss each student in the program, review student progress, and ensure integrity of program design (tracking, etc.)

## Transition Planning for Return to the General Education Environment

The goal of the ReNEW Therapeutic Program is to transition students in the program to a less restrictive environment when they are ready to do so. This section outlines the processes, procedures, and considerations for this transition.

### *Timeline*

Generally, students must spend at least six weeks in the ReNEW Therapeutic Program before any transitions will be considered. Of course, each decision will be made on a case-by-case basis, but it will be important for students to experience program stability and to demonstrate consistent behavior that indicates readiness for a less restrictive environment before a transition can occur.

### *Transition Decisions*

The decision about when and whether to transition a student to a less restrictive environment will be made by a team of professionals including, but not limited to, the program teacher and counselor, LSU Health Sciences Center staff, a school administrator (leader or dean), a general education teacher, and the student's parent or guardian. Decisions will be based on observational data, as well as behavioral tracking systems and demonstration of progress toward behavioral goals.

### *Facilitating Transitions*

Several proactive steps will be taken to ensure students are set up for success when transitioning back to a less restrictive/general education setting. First, all students in the ReNEW Therapeutic Program will be assigned a general education homeroom, with which they will be aligned during extracurricular opportunities, when appropriate. In addition, we will work to develop a buddy system between a student in the program and a student in the general education setting in the same homeroom. The homeroom general education teacher will also stop by the program classroom to visit students in his or her homeroom periodically.

### *Transition Steps to a Less Restrictive Environment*

Once a decision has been made to begin the transition process from a student from the program into the general education setting, the team must develop the details outlining the transition for the student. This will be a highly individualized process. Considerations include:

- Determining for how long the student will be out of the program classroom, initially
- Deciding into which class or classes the student will first transition
- Deciding the time frame before the transition will occur (e.g., between the team meeting and the beginning of the transition) so all staff will be best prepared to facilitate the transition
  - Should take a minimum of three days to begin after the meeting, and no more than five
- Revising or making any changes to the Behavior Intervention Plan, if appropriate
- Determining the duration of the transition, and mapping out each day of the transition
  - Being clear about what happens on each day of the transition, who will accompany the student, into which settings he or she will first transition and for how long, etc.
- Drafting a crisis/support plan, including deciding which person intervenes in the general education setting if the general education teacher needs assistance
  - Involving the crisis prevention team
- Having a conversation with the student about how he or she would like to “present” themselves to the group of new students, including whether they would like to introduce themselves or be

introduced by a teacher, and specifying how other students in the class can help them be successful

In addition, when it has been determined into which class the student will first transition, the teacher of that class will visit the student in the program before the transition begins.

Before the transition begins, the program teacher and general education teacher whose class the program student will be joining meet to ensure the student is aware of what academic expectations will be in place in the new classroom.

At this meeting, all members schedule a follow-up meeting to discuss how the transition plan is proceeding, for two weeks from the first day of transition.

*Transition to the Home/Preferred Campus for Students who Would Not Normally Attend SciTech Academy*

The ReNEW Therapeutic Program is housed at SciTech Academy at Laurel Elementary, but it serves students from across the ReNEW Schools network, including students who might otherwise attend the Batiste Cultural Arts Academy at Live Oak Elementary and Reed Elementary schools. Therefore, the eventual goal for these students is to return to their home, or preferred, campus. The decision to make this transition will happen on an individual basis, but program students must first be successfully and fully transitioned out of the program setting before they can be transitioned back to their home campus. That is, students must reach a point at which the essential supports provided by the therapeutic setting are not essential to their functionality in the general or less restrictive setting.



It is not expected that a student's first transition to the general education classroom will be one hundred percent successful. Rather, it is likely that a team will need to meet several times to refine the details of a student's transition plan, and the student will need ongoing support from teachers, counselors, and other staff members while in the less restrictive environment and when in the program setting. Transitions will need to be gradual, thoughtful, and fine-tuned to ensure student success.

## Support and Monitoring in the Less Restrictive Environment

As noted in the previous section, it is likely that a successful transition to the less restrictive environment will involve some revisions to the transition plan before finding a plan that works best for the student and teachers in question. To facilitate the transition and to ensure the student and teachers receive support and ongoing monitoring of the student's work in the less restrictive environment in the following ways:

- There will be a check in meeting attended by all IEP team members two weeks after the student has transitioned to a less restrictive environment. If there are significant problems with the transition plan, the team will determine what could be done to make it more successful and revise the transition plan
- LSU Health Sciences Center staff and the program counselor will observe the student in the general education setting. In addition, the Special Education Coordinator will provide coaching and feedback on a weekly basis during the first three weeks of transition
  - The Special Education Coordinator observations will be conducted by Katie Cooney for any students, as well as the Coordinator for the student's home campus, if applicable
- The transition is a topic of discussion at school team meetings to ensure ownership of the student and of the transition process, and to afford an opportunity to problem-solve around any challenges with the transition
- There is ongoing dialog and collaboration between the program teacher and counselor and the general education teacher to share effective practices and ensure consistent expectations
- The Behavior Interventionist for the appropriate grade level serves as part of the transition team to make decisions about what makes sense in terms of time (e.g., how long the student will spend in the less restrictive environment) and interventions to be provided
- School leaders and deans will continue to observe in the general education class and will attend to how the program student is performing
- There are weekly fidelity checks to ensure the student's Behavior Intervention Plan is being implemented appropriately, conducted by the Behavior Interventionist and the Special Education Coordinator in collaboration with the program teacher and counselor
  - Teachers involved in tracking the student's behavioral progress, per his or her Behavior Intervention Plan, are responsible for gathering anecdotal as well as quantitative data

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## ReNEW Therapeutic Program

### Referral Checklist

Please check all descriptors that apply to the student being considered for the ReNEW Therapeutic Program:

- Has a current FBA and BIP with tracking documentation.
- Fails to respond to the BIP, and fails to respond to a revised BIP.
- Presents an extremely serious threat to harm themselves or others.
- Fails repeatedly to respond to adult intervention and authority.
- Fails to relate to peers and/or adults in a positive, connected, respectful and meaningful way across all school domains.
- Demonstrates extreme withdrawal, non-participation in classroom activities and depression.
- Lacks impulse control and cannot self-regulate, identify triggers to unpredictable behavior outbursts or meltdowns, and/or respond to and cooperate with redirection and de-escalation strategies.
- Experiences ongoing documented discipline incidents, often resulting in removal from class and suspensions.
- Prompts reports from two or more teachers of extreme and frequent disruption in class and an inordinate amount of time spent addressing the needs of one student at the expense of others.
- Has a documented history of emotional and behavior problems in previous schools, grade retentions, and/or frequent school transfers and expulsions.
- Has recent evaluations substantiating psychiatric hospitalization and/or relevant DSM IV diagnosis(es).

Please check off the following documents, necessary for the application to the ReNEW Therapeutic Program, as completed:

- Assessment of Lagging Skills and Unsolved Problems
- Complete FBA
- BIP, with tracking data
- Revised BIP
- Application form
- Documentation of conversation with parent indicating interest in the program
- Screenings (if necessary, for re-evaluation)
- Sensory Screening

# The Assessment of Lagging Skills and Unsolved Problems

created by Ross W. Greene, Ph.D.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please check off *all* of the lagging skills and unsolved problems this student experiences. Then, looking back at the lagging skills, identify the *one* skill that is the most immediate priority to address. This skill can become the targeted behavior on the Behavior Intervention Plan.

## LAGGING SKILLS

- \_\_\_\_\_ Difficulty handling transitions, shifting from one mind-set or task to another
- \_\_\_\_\_ Difficulty doing things in a logical sequence or prescribed order
- \_\_\_\_\_ Difficulty persisting on challenges or tedious tasks
- \_\_\_\_\_ Poor sense of time
- \_\_\_\_\_ Difficulty reflecting on multiple thoughts or ideas simultaneously
- \_\_\_\_\_ Difficulty maintaining focus
- \_\_\_\_\_ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- \_\_\_\_\_ Difficulty considering a range of solutions to a problem
- \_\_\_\_\_ Difficulty expressing concerns, needs, or thoughts in words
- \_\_\_\_\_ Difficulty understanding what is being said
- \_\_\_\_\_ Difficulty managing emotional response to frustration so as to think rationally
- \_\_\_\_\_ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- \_\_\_\_\_ Difficulty seeing the “grays”/concrete, literal, black-and-white thinking
- \_\_\_\_\_ Difficulty deviating from rules, routine
- \_\_\_\_\_ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- \_\_\_\_\_ Difficulty shifting from original idea, plan, or solution
- \_\_\_\_\_ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- \_\_\_\_\_ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., “Everyone’s out to get me,” “Nobody likes me,” “You always blame me,” “It’s not fair,” “I’m stupid.”)
- \_\_\_\_\_ Difficulty attending to and/or accurately interpreting social cues; poor perception of social nuances
- \_\_\_\_\_ Difficulty starting conversations, entering groups, connecting with people; lacks other basic social skills
- \_\_\_\_\_ Difficulty seeking attention in appropriate ways
- \_\_\_\_\_ Difficulty appreciating how his/her behavior is affecting other people
- \_\_\_\_\_ Difficulty empathizing with others, appreciating another person’s perspective or point of view
- \_\_\_\_\_ Difficulty appreciating how she/he is coming across or being perceived by others

## UNSOLVED PROBLEMS

### HOME

- \_\_\_\_\_ Waking up/getting out of bed in the morning
- \_\_\_\_\_ Completing morning routines/getting ready for school
- \_\_\_\_\_ Sensory hypersensitivities
- \_\_\_\_\_ Starting or completing homework or a particular academic task
- \_\_\_\_\_ Food quantities/choices/preferences/timing

- \_\_\_\_\_ Time spent in front of a screen (TV, video games, computer)
- \_\_\_\_\_ Boredom
- \_\_\_\_\_ Sibling interactions
- \_\_\_\_\_ Cleaning room/completing household chores
- \_\_\_\_\_ Taking medicine
- \_\_\_\_\_ Riding in car/wearing seat belt

SCHOOL

- \_\_\_\_\_ Shifting from one specific task to another (specify):
- \_\_\_\_\_ Getting started on/completing a class assignment (specify):
- \_\_\_\_\_ Interactions with a particular classmate/teacher (specify):
- \_\_\_\_\_ Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line (specify):
- \_\_\_\_\_ Talking at appropriate times
- \_\_\_\_\_ Specific academic tasks/demands, e.g., writing assignments (specify):
- \_\_\_\_\_ Handling disappointment/losing at a game/not coming in first/not being first in line (specify):

OTHERS (list)

**Functional Behavioral Assessment  
Teacher Interview Form (1)**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Respondent(s): \_\_\_\_\_

1. Describe the behavior of concern.
2. How often does the behavior occur?  How long does it last?  How intense is the behavior?
3. What is happening (in class, at school, etc.) when the behavior occurs?
4. When/where is the behavior most likely to occur?  Least likely to occur?
5. With whom is the behavior most/least likely to occur?
6. What conditions are most likely to precipitate ("set off") the behavior?
7. How can you tell the behavior is about to start?

**Functional Behavioral Assessment  
Teacher Interview Form (2)**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Respondent(s): \_\_\_\_\_

1. Describe the behavior of concern.
2. How often does the behavior occur?  How long does it last?  How intense is the behavior?
3. What is happening (in class, at school, etc.) when the behavior occurs?
4. When/where is the behavior most likely to occur?  Least likely to occur?
5. With whom is the behavior most/least likely to occur?
6. What conditions are most likely to precipitate ("set off") the behavior?
7. How can you tell the behavior is about to start?

**Functional Behavioral Assessment  
Student Interview Form**

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Person completing the form: \_\_\_\_\_

Do you have friends at school?	Yes	No	Not sure
Do you like coming to school?	Yes	No	Not sure
Do you think your classmates like you?	Yes	No	Not sure
Do you like your classmates?	Yes	No	Not sure
Do you complete your schoolwork?	Yes	No	Not sure
Do you get into trouble at school?	Yes	No	Not sure
Do you think your teacher(s) like you?	Yes	No	Not sure
Do you get into trouble at home?	Yes	No	Not sure
Do you do what adults tell you to do?	Yes	No	Not sure
Do your classmates tease or pick on you?	Yes	No	Not sure
In general, is your school work too hard?	Yes	No	Not sure
In general, is your school work too easy?	Yes	No	Not sure
When you ask for help appropriately, do you get it?	Yes	No	Not sure
When you do seatwork, do you do better when someone works with you?	Yes	No	Not sure
Do you think your teacher(s) notice and rewards you when you do a good job?	Yes	No	Not sure
Are there things/people in the classroom that distract you?	Yes	No	Not sure
In general, do you find your schoolwork interesting?	Yes	No	Not sure

What do you do that gets you in trouble at school?

What would help you to behave better in school?

Name 3 things you like most to do at school:

- 1.
- 2.
- 3.

Name 3 things you most like to do at home:

- 1.
- 2.
- 3.

Name 3 classmates with whom you would like to work:

- 1.
- 2.
- 3.

Name 3 adults at school with whom you would like to spend time:

- 1.
- 2.
- 3.

If you have 15 minutes of free-time at school to do what you wanted, what would you do?

**Functional Behavioral Assessment  
Parent Interview Form**

**Directions:** Please complete and return this form to your child's school. The information will be used to help develop a behavior intervention plan for your child. Please return the completed form to:

\_\_\_\_\_

Student's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Person completing form (name/relationship): \_\_\_\_\_

**Describe your child. Please check all that apply.**

<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Cooperative	<input type="checkbox"/> Talkative	<input type="checkbox"/> Angry
<input type="checkbox"/> Stubborn	<input type="checkbox"/> Impulsive	<input type="checkbox"/> Shy/quiet	<input type="checkbox"/> Friendly
<input type="checkbox"/> Self-abusive	<input type="checkbox"/> Physically aggressive	<input type="checkbox"/> Often fidgety	<input type="checkbox"/> Shy
<input type="checkbox"/> Overactive	<input type="checkbox"/> Verbally aggressive	<input type="checkbox"/> Bossy	<input type="checkbox"/> Mean
<input type="checkbox"/> Moody	<input type="checkbox"/> Easy to please	<input type="checkbox"/> Cries easily	<input type="checkbox"/> Pouts
<input type="checkbox"/> Polite/kind	<input type="checkbox"/> Funny/clever	<input type="checkbox"/> Prefers to be alone	<input type="checkbox"/> Sad
<input type="checkbox"/> Eager to please others	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Sociable	<input type="checkbox"/> Passive

Self-esteem:            **Good   Fair   Poor**    Relations with parent:    **Good   Fair   Poor**  
 Relations with peers:    **Good   Fair   Poor**    Relations with peers:    **Good   Fair   Poor**  
 Relations with sibling(s): **Good   Fair   Poor**    Accepts responsibility for behavior?    **Yes   No   Some**

Please check off any problems your child has at home. Check off all problem areas that apply:

- \_\_\_\_\_ Waking up/getting out of bed in the morning
- \_\_\_\_\_ Completing morning routines/getting ready for school
- \_\_\_\_\_ Sensory hypersensitivities
- \_\_\_\_\_ Starting or completing homework or a particular academic task
- \_\_\_\_\_ Food quantities/choices/preferences/timing
- \_\_\_\_\_ Time spent in front of a screen (TV, video games, computer)
- \_\_\_\_\_ Boredom
- \_\_\_\_\_ Sibling interactions
- \_\_\_\_\_ Cleaning room/completing household chores
- \_\_\_\_\_ Taking medicine
- \_\_\_\_\_ Riding in car/wearing seat belt

*(continued on reverse)*

What are your child's favorite things to do or places to go?

What motivates your child to behave well?

What usually causes your child to misbehave?

How often does your child misbehave?

What are the specific problem behaviors your child displays at home?

What are the specific problem behaviors your child displays at school?

What efforts have you already taken to assist the school with your child's behavior?

When were you first aware of behavior problems at school?

Please describe any additional information you would like to provide to assist with planning a behavior intervention for your child:

**Functional Behavior Assessment Observation Form**

**Student Name:**

**Observer:**

**Dates Observed, From:**

**To:**

**Directions:**

Preparing the form: Before you begin observing, enter: 1. The student's name under "Student Name." 2. Your name under "Observer." 3. Dates for which you will be using this form under "Dates Observed." 4. Time intervals when you will be observing under "Time Intervals" (beginning on the left side). 5. Target behaviors being monitored next to "Target Behaviors." 6. Additional antecedents and perceived functions, if necessary, and 7. If known, usual setting and actual consequences. An EVENT is an occurrence of a target behavior, or cluster of target behaviors, in time. Event numbers correspond to the order that target behaviors, or clusters, occur in time.

When you observe, every time a target behavior or cluster occurs, enter: 1. The date on the column under "date," next to the appropriate event number. 2. The event number and the appropriate time interval column for a. The target behavior(s) that occurred within that event, b. The setting event, c. The antecedent, d. The actual consequences, and e. The perceived function.

When you are done using this observation form: Look for patterns of behavior.

Event #	Date		Time Intervals (Enter time intervals)	8 to 9	9 to 10	10 to 11	11 to 12	12 - 1	1 - 2	2 - 3	3 - 4
				am	am	am	pm	pm	pm	pm	
1		<b>Target Behavior(s)</b> List behavior(s) (Enter event number under time intervals) ⇒									
2											
3											
4											
5		<b>Setting Event</b> List setting events (Enter event number under time intervals) ⇒									
6											
7											
8											
9		<b>Antecedent</b> List other antecedents if needed (Enter event number under time intervals) ⇒	Demand/Request								
10			Difficult Task								
11			Transition								
12			Interruption								
13			Told "No"								
14			Told "Wait"								
15			Alone (no attention)								
16			Free Time								
17		<b>Actual Consequence</b> List actual consequences (Enter event number under time intervals) ⇒									
18											
19											
20											
21											
22											
23											
24		<b>Perceived Function</b> List other functions if necessary (Enter event number under time intervals) ⇒	Obtain attention								
25			Obtain item								
26			Obtain:								
27			Escape demand/request								
28			Escape activity								
29			Escape person								
30			Escape:								
31			Self-stimulation								
32											



**Functional Behavioral Assessment  
Data Summary Form**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Hypothesis Statement**

The following data has been collected during the Functional Behavioral Assessment (FBA):

- The Assessment of Lagging Skills and Unsolved Problems
- Two (2) teacher interviews
- Student survey
- Parent interview
- Observation data

Based on this information, the following hypothesis has been developed.

*The hypothesis statement summarizes the results of the FBA. That is, what is the team's hypothesis for the function of the student's behavior? What is the purpose(s) of the behavior(s) being targeted for intervention?*

**Behavior Intervention Plan**

<b>Student Name:</b>		<b>Grade:</b>	
<b>School:</b>		<b>Date:</b>	

**Individual Student Information: Student Strengths & Preferences**

*Please discuss the student's strengths as well as likes and dislikes.*

**Individual Student Information: Areas of Concern & Problem Behaviors**

*Please describe the student's areas for growth, including academics, and provide information about the student's behavior.*

**Previous Interventions**

*Please list the interventions that have previously been implemented to address behavioral concerns, including their result.*

**Problem Behaviors**

*Please prioritize no more than two behaviors to address. For each targeted behavior, please provide the following information.*

<b>Problem Behavior 1:</b>			
<b>Definition of the behavior:</b>			
<b>Function of the behavior (why does the student do this?):</b>			
<b>Desired replacement behavior:</b>			
<b>Planned Interventions, Including Persons Involved &amp; Action Steps</b>	<b>Duration</b>	<b>Method of Data Collection</b>	<b>Frequency of Data Collection</b>
<b>Measurable behavior changes expected as a result of intervention(s):</b>			
<b>Criteria for change (minimum 3 weeks of intervention):</b>			
1. If the plan is implemented accurately and there is no increase in the Replacement Behavior or no reduction in the Target Behavior in _____ days, the plan will be reviewed and adjusted.			

2. If the student meets the daily/weekly behavior for \_\_\_\_\_ days/weeks, the plan will be reviewed and adjusted for higher rates of improvement.

3. When the student is performing the Replacement Behavior at \_\_\_\_\_ level and if she or he maintains that level for \_\_\_\_\_ days, the plan will be reviewed and adjusted to including fading the BIP.

4. When the student is performing the Replacement Behavior at \_\_\_\_\_ level and if she or he maintains that level \_\_\_\_\_ weeks, the plan will be reviewed for possible termination.

**Who is responsible for determining criteria for change?**

**Provisions for how information will be shared between home and school:**

**Problem Behavior 2:**

**Definition of the behavior:**

**Function of the behavior (why does the student do this?):**

**Desired replacement behavior:**

Planned Interventions, Including Persons Involved	Duration	Method of Data Collection	Frequency of Data Collection

**Measurable behavior changes expected as a result of intervention(s):**

**Criteria for change (minimum 3 weeks of intervention):**

1. If the plan is implemented accurately and there is no increase in the Replacement Behavior or no reduction in the Target Behavior in \_\_\_\_\_ days, the plan will be reviewed and adjusted.

2. If the student meets the daily/weekly behavior for \_\_\_\_\_ days/weeks, the plan will be reviewed and adjusted for higher rates of improvement.

3. When the student is performing the Replacement Behavior at \_\_\_\_\_ level and if she or he maintains that level for \_\_\_\_\_ days, the plan will be reviewed and adjusted to including fading the BIP.

4. When the student is performing the Replacement Behavior at \_\_\_\_\_ level and if she or he maintains that level \_\_\_\_\_ weeks, the plan will be reviewed for possible termination.

**Who is responsible for determining criteria for change?**

**Provisions for how information will be shared between home and school:**

**Crisis Plan**  
*Please describe how the student's behavior will be managed, should it reach crisis proportions, including adults involved in responding to the crisis.*

**Agreement**

*Signing below indicates that you understand the BIP and agree to implement your part of the plan, including collecting data and using it to make informed data-based decisions on how to proceed.*

_____ Name	_____ Position/Role	_____ Date

ReNEW Therapeutic Program  
**Application Form**

<b>Name:</b>		<b>DOB:</b>		<b>Current Grade:</b>					
<b>Parent:</b>		<b>SEC:</b>		<b>Home school:</b>					
<b>Contact:</b>				<b>Date:</b>					
Previous Year Grades				Current Year Grades					
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
Math									
ELA									
Science									
SS									
Current Year Benchmark Results					LEAP/iLEAP Scores for Previous Year				
	ANet 1	ANet 2	ANet 3	ANet 4		Math	ELA	Science	SS
Math									
ELA					<b>Current F &amp; P Scores</b>				
Science					Fall	Winter	Spring	EOY	
SS									
Year-Long Paycheck Average	Last 4 Weeks' Paycheck Average		Number of Suspensions		Number of Absences		Tardies		
Vision Result?	Hearing Result?	Health Concerns?		Name of Doctor		Doctor Contact Info			

School History (include previous schools attended)

Summary of Recent Behavior Concerns and List of Discipline Incidents

Summary of Interventions/Strategies Implemented (include RTI, if applicable)

Summary of Behavior Concerns from Previous Year, if known

Reason for Referral to RTP (as opposed to a more restrictive setting like a self-contained class, for ex.)

Summary of Parent/Guardian Involvement and Notifications and Social History Information

Summary of Agency Involvement

Summary of Psychiatric Involvement

Medications

Submitted by: \_\_\_\_\_

Date: \_\_\_\_\_

## Classroom Observation

---

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject Area/Class Observed: \_\_\_\_\_

Teacher/Pupil Ratio: \_\_\_\_\_

### Learning Environment

Student is seated . . .    \_\_\_\_\_ at front of room    \_\_\_\_\_ at back of room    \_\_\_\_\_ at center of room  
                                  \_\_\_\_\_ by traffic area    \_\_\_\_\_ by door    \_\_\_\_\_ by window  
                                  \_\_\_\_\_ alone    \_\_\_\_\_ other \_\_\_\_\_

Teacher presented lessons . . .    \_\_\_\_\_ from front of room    \_\_\_\_\_ from back of room    \_\_\_\_\_ while walking around

Comments on presentation style \_\_\_\_\_

Lessons were

Presented via . . .    \_\_\_\_\_ lecture    \_\_\_\_\_ oral reading    \_\_\_\_\_ independent seat work  
                              \_\_\_\_\_ film/TV/slides    \_\_\_\_\_ overhead    \_\_\_\_\_ experience-based approach  
                              \_\_\_\_\_ chalkboard    \_\_\_\_\_ other \_\_\_\_\_

Classroom atmosphere

is . . .    \_\_\_\_\_ relaxed    \_\_\_\_\_ hurried    \_\_\_\_\_ moderate  
                  \_\_\_\_\_ noisy    \_\_\_\_\_ quiet    \_\_\_\_\_ mixed  
                  \_\_\_\_\_ organized    \_\_\_\_\_ disorganized    \_\_\_\_\_ messy  
                  \_\_\_\_\_ other \_\_\_\_\_

In a cooperative learning environment, did the student engage with peers?    \_\_\_\_\_ Yes    \_\_\_\_\_ No

Explain:

---

Describe the Task/Lesson Taking Place:

Rate the students with a check on the most appropriate line for each of the areas listed.

	<b>Observed</b>	<b>Significant Problem</b>	<b>Some Problems</b>	<b>No Problem</b>	<b>Strength</b>
Listening comprehension	_____	_____	_____	_____	_____
Oral expression	_____	_____	_____	_____	_____
Basic reading skills	_____	_____	_____	_____	_____
Reading Comprehension	_____	_____	_____	_____	_____
Written Expression	_____	_____	_____	_____	_____
Math Calculation (_____) Operation	_____	_____	_____	_____	_____
Math reasoning	_____	_____	_____	_____	_____
Discrimination (visual/auditory)	_____	_____	_____	_____	_____
Visual motor coordination	_____	_____	_____	_____	_____
Attention	_____	_____	_____	_____	_____
Organization	_____	_____	_____	_____	_____
Activity level	_____	_____	_____	_____	_____
Social interaction	_____	_____	_____	_____	_____
Work habits	_____	_____	_____	_____	_____
Task completion	_____	_____	_____	_____	_____
Motivation	_____	_____	_____	_____	_____
Speech	_____	_____	_____	_____	_____

Describe the student's performance during the observation:

Does the classroom teacher agree that the behavior reported here is representative of the usual behavior for this student?

\_\_\_\_\_ Yes      \_\_\_\_\_ No      Explanation if No:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Preliminary Staff Transition Meeting Core Team**

- The SEC convenes a staff meeting with core team members (and others deemed appropriate to review teacher forms, student self- assessment form, observations and file review analysis and confirm that the student is an appropriate candidate for the program.
- The Core Team maps out next steps, including, at a minimum, a determination if additional evaluations and/or additional student history/records are needed.
- The clinicians complete a comprehensive Behavior Intervention Plan that includes both general targeted behaviors and specific classroom behaviors identified by the teachers
- The SEC schedules an IEP meeting with the parent and student, general education teacher(s), Core Team members, related service providers, outside agency representatives, and other stakeholders deemed appropriate.

## Student File Compliance Review

Focus Areas	Yes	No	Comments/Follow-Up Steps
Are student files in good order and complete with previous records and current information from 10/11?			
Is student making academic progress?			
Is the student succeeding in the classroom?			
Is the current eligibility decision sound: -consistent with previous records?			
-supported by appropriate data and criteria?			
-can you determine a logical thread connecting evaluation to eligibility to IEP and classroom performance?			
Does the IEP need improvement in: <ul style="list-style-type: none"> <li>• academic areas?</li> <li>• social emotional areas?</li> </ul>			
Do academic goals match needs?			
Do behavior goals match needs? BIP? Current?			
Do goals for related services relate back to support learning in the classroom?			
Are services being provided based on entry-exit criteria?			
Does most recent evaluation reflect need for related service?			

Is the placement/level of service appropriate?			
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# Preliminary Staff Transition Meeting

## Core Team Meeting Notes

Date \_\_\_\_\_

### Participants

Name

Position

Signature

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### Discussion Notes

Case History

Compliance of file

Teacher Forms

Observation Results and Considerations

**Next Steps**

Action	Person Responsible

Projected IEP/eligibility meeting date \_\_\_\_\_

Signed,

\_\_\_\_\_ Date \_\_\_\_\_  
Special Education Coordinator

**Dixon**

**Deutsch**

# NYC Special Education Collaborative

## The Need: Achievement Gap within the Achievement Gap

New York City charter schools offer an innovative and academically rigorous alternative to traditional district schools. There are currently 136 charter schools serving a total of 45,500 students, who are primarily low-income or minority students.<sup>1</sup> The most successful charter schools – Uncommon Schools, Achievement First and KIPP – have shown that it is possible to tackle the achievement gap; that poor, minority urban students can achieve academically.

One group of students, however, continues to suffer from persistently low academic achievement. On average, reading and math proficiency among students with disabilities in low-income communities is about 15 percent lower<sup>2</sup> than that of other students in the same communities, creating an “achievement gap within the achievement gap.” The consequences are alarming: nationally, only 12% of high school students with learning disabilities and 18% of high school students with autism meet reading standards. After leaving school, only 41% of young adults with disabilities make more than \$7 per hour.<sup>3</sup>

New York City charter schools have an unusual position in the public school landscape with respect to special education: charters are allowed to be innovative and develop new models and methods for serving special education students, yet their small size (typically 200 to 400 students) makes it difficult for them to serve students requiring more restrictive settings. This situation is reflected in the current state of special education in the NYC charter sector. One quarter of charter schools have 10% or fewer special education students out of their total student population, while the City average is approximately 15%. In addition, almost half of NYC charter schools do not serve any students requiring a restrictive setting.<sup>4</sup>

## The Vision and Mission

The NYC Special Education Collaborative believes that all children, regardless of disability, should have access to a high-quality public education that prepares them appropriately for college, career, and life. The Collaborative works to ensure that all charter schools are actively building and maintaining sustainable, high-quality special education programs which support a full array of disabilities and needs.

## The History of the NYC Special Education Collaborative

The NYC Special Education Collaborative is the outgrowth of four independent NYC borough-based special education co-operatives that were originally organized by the New York City Charter School Center. The co-operatives were voluntary membership organizations comprised of special education coordinators and teachers from charter schools that elected to pay a nominal fee to join the co-ops. The first co-ops were launched and began meeting in 2007.

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<sup>1</sup> In 2011, 94% of NYC charter school students were either African American or Hispanic and 78% qualified for free or reduced-price lunch.

<sup>2</sup> See: <http://www.nclد.org/stateofld>

<sup>3</sup> See: [http://www.edweek.org/media/eperc\\_specialeducationinamerica.pdf](http://www.edweek.org/media/eperc_specialeducationinamerica.pdf)

<sup>4</sup> Based on March 2011 data from the NYC Department of Education  
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Phone: 212.437.8342 Fax: 212.227.2763  
ddeutsch@nyccharterschools.org

# NYC Special Education Collaborative

In 2011, the four co-operatives are being merged into one nonprofit, led by an executive director. The goals of the new NYC Special Education Collaborative are to:

1. Support charter schools in serving more special education students and in serving students with more severe disabilities;
2. Establish standards of practice for high-quality instruction and clinical services and support implementation of innovative and best-practice strategies in charter schools;
3. Ensure charter schools are compliant with federal, state, and NYC DOE laws and regulations;
4. Provide special educators with access to professional learning communities; and,
5. Create a shared related service provider network and build capacity for on-site service provision

## The Leadership Team

The leadership team is composed of two individuals with diverse and complementary experiences for building this special education non-profit. Serving as the Executive Director, Dixon Deutsch is responsible for incubating and building the new non-profit initiative and for building an organization that promotes and supports special education in the city's charter schools. Dixon comes from Achievement First, where he worked as the Regional Director of Special Services. At Achievement First, he incorporated a more inclusive approach to supporting students with disabilities in schools, cultivated relationships with local district staff, and developed and implemented the systems necessary to support special education in a network of schools.

Supporting Dixon's efforts at both the New York Department of Education and charter schools throughout the city, Dr. Arthur Sadoff is acting in the capacity of the Collaborative's special education consultant. Arthur is a former Committee on Special Education Board Chair and has over thirty years of experience as a special education teacher and administrator.

## First Year Programming

The NYC Special Education Collaborative is intended to be funded by a combination of membership fees and philanthropy. There are two types of membership: one for schools which are currently operating, and one for schools which have been authorized but are not yet open. In return for the membership fee, schools get access to a series of professional development workshops, an annual conference, a job fair, resources, and board training on special education issues.

Additionally, for 2011-12, the Special Education Collaborative will conduct a city-wide special education analysis of all charter schools. The analysis' goal is to understand the current state of special education implementation in New York City charter schools and areas that can be expanded, supported, and improved.

Last year, 75 out of a total of 125 charter schools were members. This year, we have 125 charters that have chosen to join the Collaborative.

# NYC Special Education Collaborative

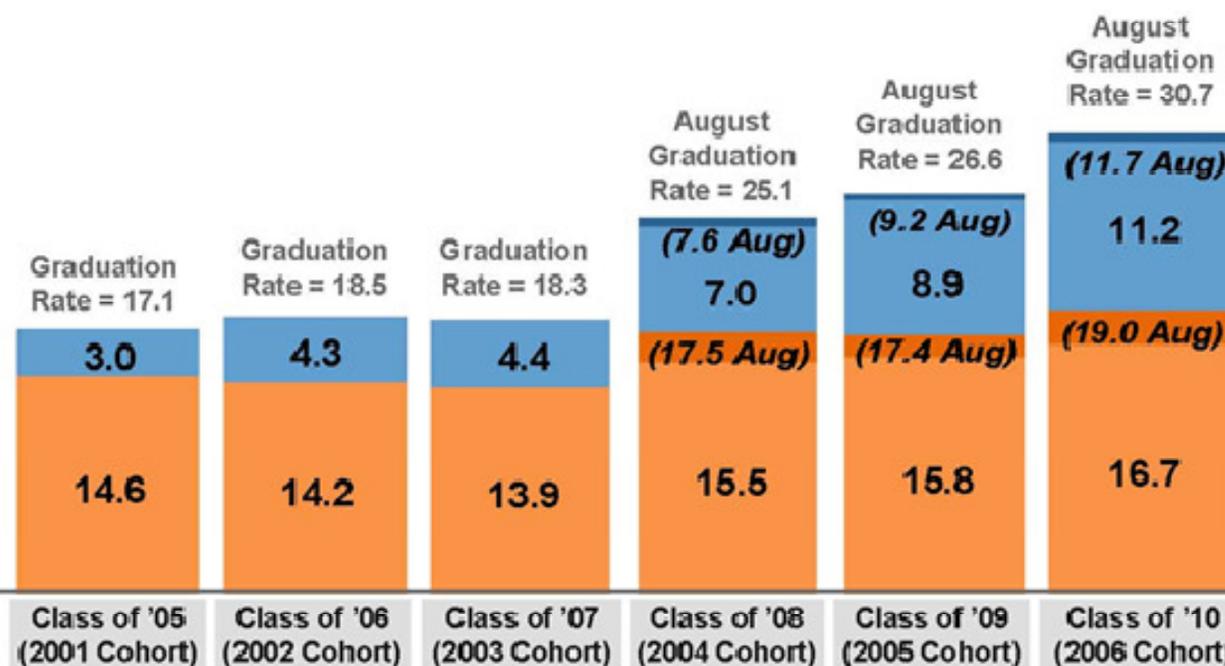
*Dixon Deutsch, Executive Director*

[ddeutsch@nycCharterSchools.org](mailto:ddeutsch@nycCharterSchools.org)

*212-437-8342*

# MORE STUDENTS WITH DISABILITIES ARE GRADUATING FROM HIGH SCHOOL HAVING EARNED REGENTS DIPLOMAS

Percent of Students in a Cohort Graduating from High School in 4 Years



- Regents Diploma Graduation Rate, August
- Local Diploma Graduation Rate, August
- Regents Diploma Graduation Rate, June
- Local Diploma Graduation Rate, June

Notes: Graduation rate totals may not equal total of diploma types due to rounding. Totals reflect data available at the time of reporting provided by NYS; August graduate data is only available for years 2008-2010.

# Problem

- How do I build a special education program?
- How do I serve students with disabilities?
- How do I ensure that students with disabilities are provided equal access to high-quality programs?

# Solution

- Consistent application of SpEd compliance
- Sharing of resources, PD and technical assistance
- Professional learning community
- Economies of scale
- Establish standards of service
- Unified voice and advocacy within the NYC DOE

# School Feedback

- “After less than 6 months of a single school year, having the Collaborative is already making a difference in my work as a charter school special educator.”
- “Thank you for the PD. I appreciate [the Collaborative] sharing knowledge as well as advice about working with all children.”
- “[The Collaborative] presented our issues perfectly to the NYC DOE.”

# School Feedback

- “I really appreciate the workshops and resources and feel very supported.”
- “[The Collaborative’s] special education conference has been the most beneficial special education conference I’ve been to in two years.”
- “I want to commend [the Collaborative] for how forward thinking your efforts on sharing of and quality in related services are, both in terms of systems and approach. I have not seen a similar effort in any city of the 16 states I work in.”

# Current Status

## Accomplishments

- School recruitment – 125 schools and CMOs are members
- Annual conference - 150 participants
- Monthly PD – average 30-50 participants
- Job fair
- Citywide SpEd survey
- Borough meetings

## Upcoming

- Trainings in recruitment, parent engagement, CTT and testing strategies
- Charter/district support models research
- RTI/data conference
- Website/resource sharing
- SESIS responsibility and training
- School visits
- Job fair II

# The Team

- NYC Charter School Center
- Building an Executive Board
- Dr. Arthur Sadoff
- Four Borough Directors
- Dixon Deutsch

# The Tackle Box

- <10% students with disabilities
- >60% of school day in SpEd supports
- Students with disabilities leaving the sector
- Accessibility in mission statements
- Compassionate education
- Check the box

# Call to Action

- Achievement gap within the achievement gap
- Outcome gap within the outcome gap
- Moderate to severe populations
- Equity in access and fairness of programs
- 2010 NYS law changes
- Public schools

# NYC Special Education Collaborative

## MEMBERSHIP BENEFIT OPTIONS

	MEMBERSHIP BENEFIT	DESCRIPTION OF BENEFIT	BRONZE	SILVER	GOLD
SCHOOL SUPPORT	Co-observation Visit	A representative from the Collaborative will visit the school site, give feedback on special education programming/ instruction and offer on the ground technical assistance.	1 per school/ network	2 per school/ network	5 per school/ network
	Consulting Work	Consulting time for additional support of special education programs. This can include IEP reviews, post-lottery list review, PD delivery and file review.	\$135/hour	2 free hours and \$125/hour thereafter	4 free hours and \$115/hour thereafter
	Pre-Audit Report	A report to prepare for authorizer's annual visit.	No	No	Yes - 1 School
	504 Accommodation Plan Reviews	The Collaborative will review your 504 accommodation plans and make recommendations.	No	Up to five 504 plans reviewed	All 504 plans reviewed
	Technical Assistance	The Collaborative will respond to your email and/or phone calls on special education issues within 1 business day.	Yes	Yes	Yes
PROFESSIONAL DEVELOPMENT	Annual Conference	Passes to the Collaborative's full-day conference focusing on hands-on strategies and supports for teachers and administrators in working with students with disabilities.	3 Passes	6 Passes	10 Passes
	Train-the-Trainer Series	Workshops to equip your staff to present on a variety of special education topics.	1 Seat	2 Seats	4 Seats
	Counseling Training Series	Didactic training for counselors and social workers that focuses on a variety of counseling topics.	No	1 Seat	3 Seats
	Para-professional Training Series	Training for para-professionals in working with students with disabilities.	No	1 Seat	3 Seats
	SPED Introduction Boot Camp	Beginning of year in-service training for new special education teachers, administrators and coordinators of special education in NYC.	1 Seat	2 Seats	4 Seats
	Borough Meetings	Additional support groups for school site staff on special education, implementation issues, intervention programming and coordination of services with NYC DOE CSEs. (Approximately six meetings per year)	1 Seat	2 Seats	4 Seats
	Advisory Council Breakfast Series	Quarterly breakfast series to talk about future programming, special education support and issues from the field.	No	No	1 Seat
	Leadership Training Series	Access to three special education leadership seminars.	No	1 Seat	2 Seats
	Intervention Training Discount	Discount on intervention trainings (e.g. Wilson, Visualizing and Verbalizing, and Crisis Restraint Training)	Up to 5% off published prices	Up to 10% off published prices	Up to 15% off published prices
RECRUITMENT	Job Fair Table	Recruitment package for the annual job fair (May 2013)	(Job Fair-50% Discount) 1 standard table & 2 representatives	Job Fair (Free) 1 standard table & 2 representatives	Job Fair (Free) 1 double table, interview space & 4 representatives
	Job Postings on Website	Access for schools to post job openings on the Collaborative website	Unlimited	Unlimited	Unlimited
RESOURCES	Resource Library Access	Access to hard-copy materials, including assessments, for special education supports and programs.	During weekly library hours	During weekly library hours	During weekly library hours or by appointment
	Website Logins	Login for schools to distribute amongst staff.	Yes	Yes	Yes
	SPED Resource Packet	Packet containing invaluable resources for your special education teams, including books on pre-referral interventions and RTI.	None	1 Packet	2 Packets
<b>PRICING DETAILS</b>		<b>Early Bird - Sign-up By June 30th</b>	<b>\$2,050.00</b>	<b>\$3,850.00</b>	<b>\$5,750.00</b>
<b>PRICING DETAILS</b>		<b>Sign-up After July 1st</b>	<b>\$2,250.00</b>	<b>\$4,150.00</b>	<b>\$6,050.00</b>