



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Special Education Enhancement Fund (SEEF) Competitive Grant Detailed Awardee Project Summaries

Capital City Public Charter School

Through this proposed project, Capital City will provide support and training for students with disabilities that will help them be successful in high school and postsecondary education or careers. Our project has three main strands:

1. Support for incoming 9th graders;
2. Mentoring/advising; and
3. Internships and career and technical education classes.

Each year, all incoming 9th graders participate in a four-week New Student Orientation (NSO) in July to prepare them for high school level work. This orientation introduces them to our project-based English Learner Education model, their peers, and the expectations of our high school. For students with disabilities, we will offer additional afternoon sessions during NSO that will focus on study skills and foundational learning support. During their 9th grade year, they will also take a credit-bearing study skills course as part of their daily schedule. A special education (inclusion) teacher will lead this course and help students practice executive functioning skills to enable them to be successful students.

Beginning in 8th grade, students will work with a transition coordinator who will engage the students in identifying their interests and postsecondary goals. The transition coordinator will work with students throughout high school on their transition plans, designing activities, site visits, and additional career exploration opportunities to help inform students of the myriad educational opportunities and careers available to them.

Finally, students will have real-world work experience and training through a semester-long internship program and career and technical education (CTE) offerings in technology or child development. A part-time internship coordinator will manage the internship program, developing relationships with host organizations and guiding students. Our dual enrollment CTE courses will be offered as part of the high school schedule and include inclusion support for students to successfully complete these programs.

DC Public Charter School Cooperative, in Partnership with Bridges Public Charter School, City Arts and Prep Public Charter School, Inspired Teaching Demonstration Public Charter School, and Lee Montessori Public Charter School

The DC Special Education Cooperative ("Co-op") proposes the project "Creating A High Quality Full Continuum of Placements for Students with Disabilities through the Co-op's Special Education Leadership Development Cohort Program." By participating in the Co-op's special education leadership development cohort program, partner LEAs (Bridges Public Charter School PCS, City Arts & Prep PCS, Inspired Teaching Demonstration PCS, and Lee Montessori PCS) will build their capacity to serve students at all points in the special education continuum by designing and prototyping a comprehensive plan for a high quality full continuum of placements that ensures that each LEA is prepared to meet individual student needs and leads to improved student-level outcomes.

The Co-op's special education leadership development cohort program uses data analysis and reviews, action planning, professional development and workshops, facilitated planning with experts, coaching, peer mentoring and exploring exemplars of model continua to support school leaders in developing and prototyping a comprehensive plan for offering the full continuum of services for their students.

As a result of the LEA special education directors' participation in the Co-op's Special Education Leadership Development Cohort Program:

1. LEAs will have improved scores on ELEVATE, the Co-op's high quality special education program needs assessment tool (post-program), specifically on the continuum of services and leadership indicators;
2. Students with disabilities will demonstrate growth as measured by a decrease in the proficiency gap between general and special education students on PARRC;
3. LEAs will have a high quality full continuum plan designed and ready for prototyping;
4. LEA school leaders will be equipped with the skills and knowledge needed to successfully plan for and implement programmatic changes; and
5. LEAs will have resources, tools and systems that will assist them in sustaining a high quality special education continuum.

KIPP DC Public Charter School

In order to build out our continuum of services and build capacity to serve students in the LRE, as well as to improve graduation, secondary transition, and post-secondary outcomes for students with disabilities, this project has three main components:

1. **Enhanced Special Education Coordination:**
KIPP DC has developed a new leadership position to oversee Student Support Services at each of our campuses. The new Campus Directors of Student Support will serve as the primary point person for all matters relating to special education and will collaborate with school leaders to advance best practices in specialized instruction and compliance. Key goals of the Campus Director position will be to strengthen our continuum of services and ensure that all students are placed in the LRE.
2. **Intensive Intervention for Struggling Readers:**
Based on a successful pilot last year, we are planning to engage Lindamood-Bell for curriculum, professional development, and intervention services for students who have the most significant reading challenges. Students will receive targeted intervention in research-validated programs to address reading and comprehension skills. Our goal is that this intensive program will rapidly increase students' reading skills and they will be able to move back to a less restrictive setting more quickly than if they were receiving traditional resource room services.
3. **Improved High School Transition Services:**
This project will also strengthen the offerings at our high school to ensure that all students receive the supports they need to succeed in high school and beyond. Our new Transition Coordinator, who is a licensed social worker, will be responsible for the planning, coordination, and implementation of transition services for students with IEPs. KIPP Through College's Director of College Support will continue working with alumni after they enroll in college or another post-secondary path.

Perry Street Prep Public Charter School

Perry Street Prep (PSP) will use SEEF Competitive Grant Funds to offer a robust continuum of supports and services to better meet the academic and behavioral needs of our growing special education population, while at the same time, improving academic growth and achievement for all our students by building out our MTSS (Multi-Tiered System of Supports and Services) model.

First, the project will enable PSP to build a team of specialists to better meet the needs of our students.

We will use project funds to:

1. Hire a Licensed Clinical Psychologist or Licensed Clinical Social Worker, skilled in evaluation and clinical therapy, to conduct evaluations and provide therapy to our students.
2. Additionally, funds will offset the costs of contracting with a skilled, Board Certified Behavior Analyst (BCBA), that will enable PSP to conduct detailed functional behavior analyses and develop effective, research-based behavior intervention plans (BIPs).
3. Finally, funds will offset costs of adding a special education teacher at the middle school level to provide supports and services to students in a self-contained setting.

Second, the project will provide support for PSP to train leaders, teachers, and aides on principles of applied behavior analysis for use in classroom and schoolwide settings. This training and support will also allow us to build a much more robust PBIS (positive behavior interventions and support) system, as part of our MTSS approach.

Third, the project will allow PSP to implement research-based, effective Tier 3 academic supports, such as Wilson Reading's Just Words, to boost students' learning and academic achievement. In addition to purchasing curricula, PSP will train special education teachers to provide support for implementation of the Wilson program, as well as to provide direct Tier 3 academic supports for students struggling in mathematics, in either resource or self-contained environments.

Two Rivers Public Charter School

This project will expand Two Rivers' continuum of support services for special education students, and will lead to improved secondary education outcomes through the following:

1. Developing co-taught inclusion classrooms: We will hire and train dedicated classroom ECE special education teachers to provide up to 100% specialized instruction within an inclusion setting. This work will start in the 2017-18 school year in whichever early childhood education (ECE, Pre-K 3/ Pre-K 4/ Kindergarten) classroom (of 12 possible at the LEA) has the highest proportion of students with special needs. In the 2018-2019 school year, at least one ECE classroom will be deliberately composed to be a co-taught classroom with a dedicated special educator.
2. Specialized Resources: We will build a specialized, multi-functional resource room that is particularly focused on needs of students with sensory issues, emotional disturbances, and autism. This space will provide for flexible use by special educators and specialized service providers to support needs of students that cannot be met within inclusion classrooms. In addition, to support our ability to serve the needs of our most behaviorally challenged students and students with autism, Two Rivers will hire a behavior specialist to develop individualized behavior supports to meet the needs of Two Rivers students across the continuum.

3. Supporting Medically Fragile Students: The DC Department of Health (DOH) is requiring that we expand our health suite. Grant funds will support this expansion and allow Two Rivers to continue to serve our medically fragile students who might otherwise require a more specialized placement.

These three activities will expand the continuum at Two Rivers and allow students to remain at the LEA in a LRE when otherwise non-public placement might be recommended. These activities will particularly support students in early childhood who would otherwise likely be candidates for non-public placement as they progress through Two Rivers, and who are at-risk for poorer outcomes in secondary and post-secondary settings.

Washington Global Public Charter School

Washington Global Public Charter School seeks to utilize the Special Education Enhancement Fund authorized by The Special Education Quality Improvement Act of 2014, DC Code Sec. 38-2613 to support a Universal Design for Learning (UDL) Technology Space. This initiative will improve the academic outcomes for those students with disabilities.

According to the education research organization CAST, UDL is "a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn." UDL adopts a student-centered learning approach which incorporates a variety of teaching methods and removes "barriers" to learning.

Washington Global seeks to develop a state of the art technology space where special education students can engage in real-word digital applications to support and extend the information that they are learning in the general education classroom. They will receive intensive intervention support in mathematics and reading to ameliorate the achievement gaps that the majority of these students face. Students will be immersed in a vibrant setting offering flexibility in their choice of learning materials (print and digital) which support their strengths. This program will help support Washington Global's mission of developing global citizens who will be successful in high school and in their careers. This initiative will also improve Washington Global's ability to serve students in a continuum of services inside the school building by providing a wider number of onsite technology accommodations.