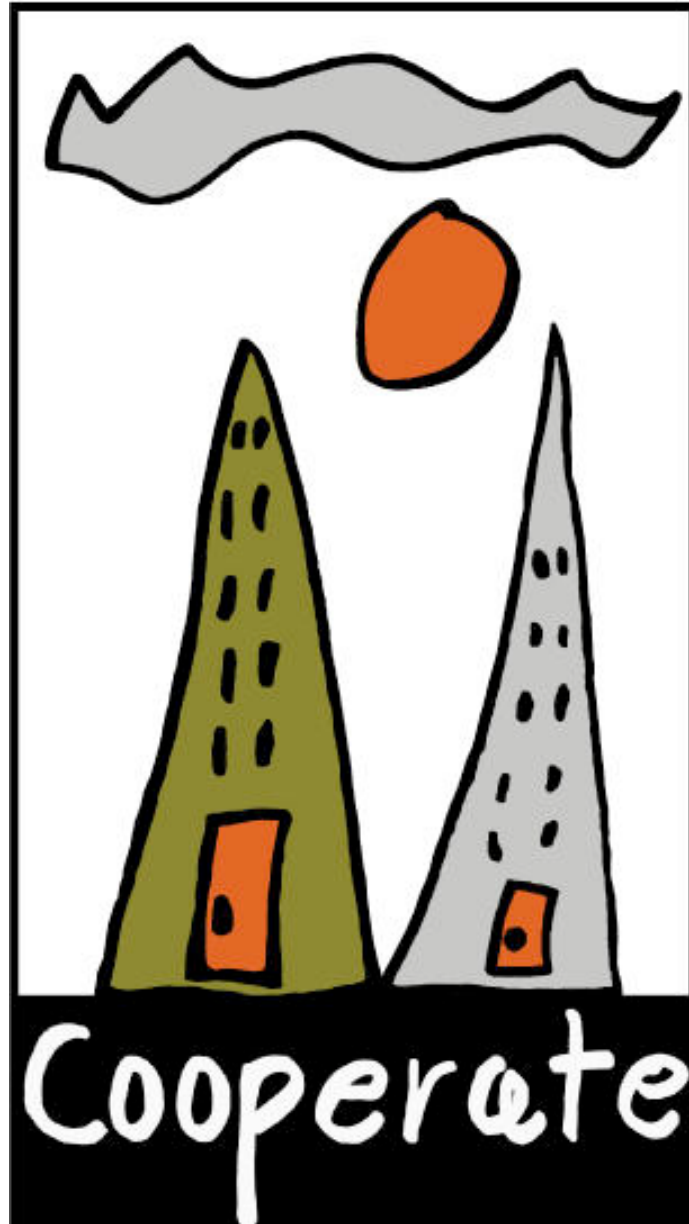


**Expanding the LRE:  
Growing Service Options in DC Charters**



**FEASIBILITY STUDY**  
DC Special Education Co-operative

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## **Executive Summary**

In response to the District of Columbia's growing charter school movement, children with disabilities attending DC Charter schools, and the Individuals with Disabilities Education Act's (IDEA) mandate to provide children with disabilities free and appropriate education (FAPE) in least restrictive environments (LREs) a new and innovative DC Charter Special Education Support Partnership aimed to expand the Least Restrictive Environment (LRE) and grow service options in DC's LEA Charters was established in May 2009. Through a grant made possible by the District of Columbia's Office of the State Superintendent (OSSE) Office of Public Charter School Financing and Support, the DC Special Education Co-operative (CO-OPERATIVE) and PHILLIPS Programs for Children and Families (PHILLIPS) (See Appendix A for background info) worked together on two concurrent six-month pilot projects:

- DC Charter Consultative Services Project
- Feasibility Study of a DC Charter SPED Satellite Classroom

This report examines the feasibility of establishing and growing DC Charter SPED Satellite Classrooms (Satellites) for students in need of self-contained learning environments at risk for more restrictive SPED placements in non-public programs. The Satellite prototype classroom will target children with high need behavioral and emotional challenges attending LEA Charters ill-equipped to provide a LRE "full continuum" of placements. Working collaboratively, LEA Charters and the CO-OPERATIVE will develop a comprehensive system of placements and professional development to ensure that a greater number of students are served in the LRE and that LEA Charters build special education capacity and competence in order to keep more students in their LEA of choice.

## Purpose of the Feasibility Study

The purpose of this study is to determine the feasibility of a DC Charter SPED Satellite Classroom designed to meet the needs of children with high-level service requirements who attend DC Charter schools. The following identifiable scenario of demonstrated need was used:

- DC Charter SPED Satellite Classroom within an Inclusive General Education Model for Children with Behavioral Issues at Risk for More Restrictive SPED Placements.

The Feasibility Study was designed to:

- research DC Charter SPED demographics;
- carry out a charter school SPED needs assessment;
- interview political, educational and business professionals of multi-levels;
- explore potential charter satellite classroom sites; and,
- identify potential funding for a Pilot DC Charter SPED Satellite Classroom for students with disabilities, specifically those with behavioral challenges.

Drawing on evidence-based special education trends, this feasibility study's research team first identified five factors key to the success of a new Charter SPED Satellite Classroom and then assessed the degree to which these factors were present in Washington DC's Charter community.

1. **NEED.** Determine the degree of demonstrated need for a DC Charter SPED Satellite Classroom.
2. **SUPPORT.** Determine the degree of community support for a DC Charter SPED Satellite Classroom.
3. **FUNDING.** Identify a mechanism to provide a sustainable stream of start-up and long-term operating and capital funding to grow and sustain Satellite Classrooms over the next 5 years or until all LEA charters have the internal capacity to serve (their) high-needs students with disabilities.
4. **SPACE.** Determine the availability and means to acquire appropriate satellite classroom space capable of providing a quality-learning environment; and
5. **OPERATIONS.** Explore and identify the operation requirements of a Charter SPED Satellite Classroom.

## **DC Charter School Landscape**

It is important to note that the District of Columbia has a very unique educational landscape due to the Mayor's takeover of the schools, the stable presence of autonomous public charter schools, the involvement of Congress, the existence of a State Education Agency (OSSE) and a multitude of Local Education Agencies (LEAs) with DCPS being the largest among them.

The District of Columbia's charter school movement began in 1996 with the opening of two schools enrolling 300 students. Today DC leads the nation in the number of charter schools per capita with 59 charter schools operating on 99 campuses serving close to 28,000 students or 38% of all District of Columbia public school students.

[www.dcpubliccharter.com](http://www.dcpubliccharter.com)

## **DC Charter Schools Serving Children with Disabilities**

Historically, the specific responsibilities of LEA Charters vis-à-vis serving students with disabilities have been unclear. Early on, Charters were given little in writing and/or mixed messages from the then State Education Agency (SEA), DCPS and the Public Charter School Board. It was understood that Charters were to serve (certain) students with disabilities, though many Charter LEAs believed that either they could choose or that they were expected to only serve children with less intensity of needs. In fact, many LEAs put this limitation directly into their charters.

Over ten years later, the development of a true SEA (OSSE) has served to clarify both state and Federal expectations. All LEAs are mandated to provide a full continuum of alternate placements for students with disabilities. This clarification and enforcement of the law is useful to those seeking to found new charters; however, though in Federal law, it was never enforced or explicit with the DC Code. We now must consider how to retrofit these requirements onto LEAs that have been operating for years, some over a decade. Many of these LEAs were not designed with the expectation to serve students in need of full-time special education services. Beyond their need to make a philosophical shift, how is it that small Charter LEAs will overcome already challenging facilities and funding constraints and operate self-contained classrooms? Moreover, if an LEA has just one student in need of a self-contained program and has the space to create one, is a classroom of one the LRE for that child?

## Feasibility Study Methodology

This is an active feasibility study using both qualitative and quantitative evaluative measures to examine the concomitants of opening and operating a DC Charter SPED Satellite Classroom. Data show that the long-term process of opening and growing Charter SPED Satellite Classrooms is multifaceted and complex. With the underlying assumption that the provision of high-level special education program supports for DC Charter youth would produce favorable outcomes, five key areas were addressed:

1. Demonstrated Need
2. Community Support
3. Funding
4. Classroom Space
5. Operation Requirements

**Stakeholder Groups:** This feasibility study's strategic plan was largely dependent upon input from the project's identifiable stakeholders (Appendix B) from the following major high stakes groups:

- Parents
- Educators
- Federal, State and Local Government Officials
- Special Interest Advocates
- Charter Community Activists

**Gathering Information:** From May 2009 through October 2009, needs and issues related to the feasibility of launching a DC Charter SPED Satellite Classroom were explored through on-site DC Charter school meetings and program observations, face-to-face interviews, survey questionnaires and demographic and legislative research affecting public education nationwide, regionally and in the District of Columbia proper. Additional input was solicited from DC's vibrant pool of education reform experts in identifying key business, education and community contacts. Since the project's onset, twenty-six formal interviews with a cross section of key community leaders, educators, federal, state and city government officials, public servants and parents throughout the DC metro area were conducted. At the same time... active networking with DC Charter community stakeholders through open-ended interviews, survey questionnaires and program observations aimed to assess DC Charter SPED needs and learning environments took place.

**Identifying Priorities:** The DC Special Education CO-OPERATIVE's, Executive Director, Julie Camerata and PHILLIPS DC Projects Director, Chris Leibner met regularly to map out and navigate ongoing and developing strategies for conducting this Feasibility Study of a DC Charter SPED Satellite Classroom. Their meetings

aimed to keep pace with the project, examine and re-examine priorities, identify new and modify existing strategies and develop new project goals and objectives as needed.

## Summary of Results

This report shows that there is an unprecedented, **urgent** need in Washington, District of Columbia for the identified Charter SPED Satellite Classroom as stated above. A snapshot of findings about each of the key factors are provided here:

**NEED.** DC's demographic data clearly indicate that time is of the essence for "out-of-the-box" systemic relief efforts like a DC Charter-based SPED Satellite Classroom Project to take hold in our nation's capital. As evidenced by the Children's Defense Fund's (CDF) November 2008 "Children in the States" data (Appendix C), adequate services for DC's 113,720 children and youth are nearly non-existent. It seems prudent that a "laser-like" focus and active collaboration amongst DC's constructive education reformists is crucial to pioneering efforts to meet IDEA mandated LEA responsibilities in Charters. Thus, highly recognized organizations like the CO-OPERATIVE and PHILLIPS are needed to grow comprehensive programs and services for DC Charter youth with disabilities. Moreover, close proximity to DC's general education milieu is hallmark to promote inclusive practices among Charters within and across a myriad of systems. The provision of DC Charter, consortia-driven special education options will result in significant taxpayer cost savings through expanded placement alternatives, coordinated service delivery and follow through, increased SPED capacity and informed program evaluation decision-making over the life of the project.

As indicated by responses to the project's Feasibility Study Interview Questionnaire (Appendix D) District stakeholders, including charter representatives, believe that charters are not equipped to meet the needs of students with high levels of special education need.

- Only **8%** of those queried considered DC Charters equipped to meet the education needs of special education school-age children in SY 2009-10 with **35%** stating DC Charters are not equipped at all.
- When asked if DC Charter schools have the capacity to serve students with complex emotional and behavioral needs all inclusively only **8%** stated yes with **54%** stating no and **38%** stating maybe if needed supports like training, resources and money were in place.

When charter LEAs were directly queried (Appendix E – LEA Charter Needs Assessment Data) about their needs vis-à-vis special education, the results were as follows:

**14%** of respondents have full-time classrooms

**5%** of respondents have full-time segregated & self-contained classrooms

**52%** of respondents requested 4-6+ out-of-LEA placements during SY 2008-2009

**91%** of respondents said their LEA has moderate-high need for focused PD that addresses challenging student behavior

**SUPPORT.** Input from **twenty-six** interviewees across DC’s charter stakeholder network showed an exceptionally high level of widespread support for a DC Charter SPED Satellite Classroom Project providing special education and targeted behavioral support to DC special education children attending charter schools. **Sixty-two per cent** of responders to **Question #6** identified children with emotional disabilities as the most challenging population to serve while **88%** indicated a demonstrated need for a DC Charter SPED Satellite Classroom for children with behavioral issues at risk for more restrictive placements. Only **4%** of those questioned indicated a lack of demonstrated need for the Satellite prototype with **8%** stating they did not know. To reference interview **Question #15** (See Appendix C), **42%** of those polled perceived positive parental attitudes and community support for a DC Charter SPED Satellite Classroom, **58%** were mixed and **0%** stated there would be a negative parental and community response. There was also a strong responder recommendation that special care be given to liaison “home and receiving” schools and families of enrolled DC Charter students in pilot classroom planning and decision-making efforts from the onset.

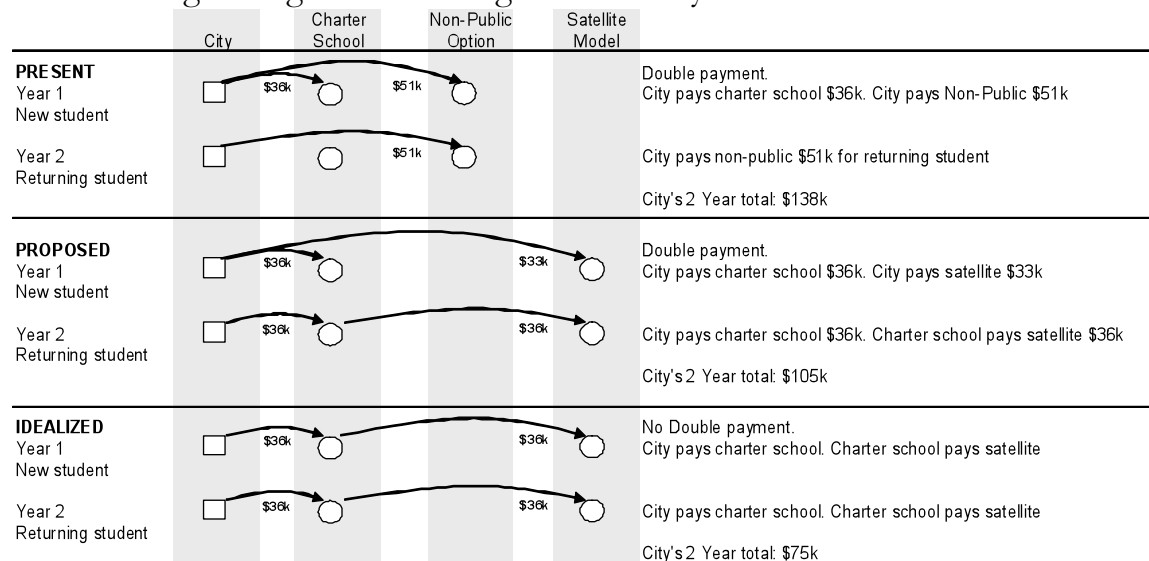
**FUNDING.** Creating a funding structure for individual students who attend the Satellite is both complex and challenging. This is due, in part, to the District’s current funding structure, in which dollars are tied to levels of service and are not adjusted in real-time and when service needs change.

The District system allocates dollars four times per year. These dollars do not follow students at any given time during the school year, which makes it extremely difficult for LEAs, particularly small LEAs, to budget effectively for special education students with high needs. Budgeting for the upcoming school year is generally completed by May of the current school year. LEAs must create budgets without knowing whether their newly-enrolling students have high needs or whether their current students have needs that may indeed increase at any given time throughout the school year. The “Expanding the LRE” project has, therefore, created funding scenarios that are

closely aligned with “when” children are placed in the Satellite throughout the school year.

At present, when a student is transferred from a charter school to a non-public option, the city ends up paying twice. The city first provides the charter school with roughly \$36k in per-pupil funding. Then, after the charter school applies for a transfer for the student, the city also spends an additional \$51k at the non-public option. During the student’s second year at non-public option, the city spends an additional \$51k on the non-public option. The *total cost of two years is \$138k.*

In the proposed case, for certain students, ‘nonpublic placements’ are replaced by the Satellite model. The city provides roughly \$36k to the charter school and then an additional \$33k to the Satellite. The city provides an additional \$33k in the second year. The total cost for two years is \$105k. In the idealized case, the city does not double pay for students in the initial year. Instead, a mechanism is installed which forces the charter school to pay the \$36k it receives for the student to the Satellite. In this scenario, the city pays the charter school \$36k each year and the charter school forwards that money along to the Satellite. The total cost for two years is \$72k. The proposed case would save the city \$33k/student and the idealized case would save the city \$66k/student. While the idealized case is out of the scope of this proposal, it is worth noting the significant savings that the city could realize.



**SPACE.** The site issue is key to the execution of the DC Charter SPED Satellite Classroom project. Identifying charter schools willing to house a future Charter SPED Satellite Classroom would demonstrate genuine commitment to the concept but at the same time logistically entering into agreements for use of suitable and sustainable space in existing DC Charter facilities remains a challenge. OSSE together with

Building Hope have committed to identifying potential DC Charter incubator and co-location sites to house future Satellite classrooms including Draper Elementary in Ward 8, Benning Elementary in Ward 7 and Rabaut Junior High in Ward 5... all of which offer wide opportunity for general education mainstreaming of Satellite students as appropriate. (Appendix F).

**OPERATIONS.** To ensure a successful, sustainable project, a six-month management planning and implementation phase is required in order to :

- Identify a Host LEA
- Plan and launch City-wide Awareness Campaign
- Initiate Charter LEA Outreach & Education
- Develop Processes and Procedures Document (including: intake, transition, template for host LEA MOU, etc.)
- Develop Satellite Learning Lab (to include initial charter-wide PD and targeted PD for Host LEA)
- Secure Evaluation and Research component
- Recruit Staff

## **Factors for Special Consideration**

Launching a Satellite Classroom is a complex, multi-faceted process with close systems coordination as hallmark to the effort. To ensure successful project outcomes, this research team recommends that the following five **key factors** be seriously considered:

1. The Special Education and Behavior Needs of DC Charter Youth
2. Classroom Space Access and Appropriateness
3. Start-up, Operational and Capital Funding
4. Charter Community Stakeholder Support and Involvement
5. Impact on Sending and Receiving Charter Schools

### **Factor 1: The Special Education and Behavior Needs of DC Charter Youth DC Charter Needs Assessment:**

Using a web-based survey, a targeted sample DC Charter LEAs completed a needs assessment survey questionnaire designed to glean information related to SPED placement options, costs, capacity for best practice service delivery and priorities for focused Professional Development (*See Appendix E*).

### **Factor 2: Classroom Space Access and Appropriateness**

Site appropriateness including identification, acquisition and development is one of the most demanding aspects in the establishment of a DC Charter SPED Satellite

Classroom ... one that requires seasoned expertise and sensitivity in aligning the potential site's political, legal, financial, educational, business, community and local neighborhood systems. Through ongoing communication with the OSSE and their DC's charter facility partners described below, this research team continues its efforts to leverage Satellite Classroom space in an existing DC Charter school.

[Building Hope](#) supports high quality public charter schools in Washington DC by providing technical and financial assistance for educational facilities. Building Hope's "Incubator Initiative" is a partnership with DC's Office of the State Superintendent of Education (OSSE) to provide facilities for lease to start-up charter schools. On-going meetings with OSSE and Building Hope have focused on co-locating Satellite Classrooms within "Incubators" during initial years of operation when the small number of students served makes it difficult to afford commercial space.

[Friends of Choice in Urban Schools](#) (FOCUS), a non-profit District of Columbia advocacy group, has also been identified as a viable resource to assist in any future attempts to delineate the many convoluted lines of authority and responsibility surrounding issues in running DC charter schools.

### **Factor 3: Start-up, Operational and Capital Funding**

The Satellite model proposed by the CO-OPERATIVE assumes a \$100k upfront investment from the OSSE and three years to reach three Satellite classrooms of twelve students per Satellite. 65 to 70% of expenses are human capital, including staff members and outsourced contracted instruction. Staffing includes an administrative team and a teaching core that grows almost in step with the number of classrooms. Contracted instruction also grows with the number of Satellites and includes counselors and related service providers (therapists) for Speech/Language, Occupational Therapy, and Physical Therapy.

### **Factor 4: Charter Community Stakeholder Support and Involvement**

Appendix F offers a list of internal DC Charter School stakeholders as well as select external stakeholders who participated in formal interviews with this research team and whose representative groups might be best served by a DC Charter SPED Satellite Classroom Project.

### **Factor 5: Impact on Sending and Receiving Charter Schools**

A major factor in moving forward with a DC Charter SPED Satellite Classroom Project is its potential impact on home sending schools and receiving schools. Thorough and strategic planning combined with the full support of internal and external stakeholders are necessary in the launch of this 5-year SPED Satellite Classroom Project with ongoing Professional Development for select Charter

Satellites, host Charter Schools, home Charter Schools, the DC Charter Community and the DC Education Community as a whole.

## **Recommendations for OSSE**

1. **Support a Cooperative.** In its revision of the DCMR Chapter 30 Sections E-3019.8, OSSE states that LEA Charters, “may use [their] IDEA Part B funding to establish and implement ...cooperatives working in a consortium with other LEAs to pay for high cost special education and related services.” As the study has shown, at present, Charter LEAs do not receive enough funds to cover all of their special education costs. For this reason, we recommend that OSSE provide financial assistance to a cooperative of LEAs aimed at creating shared special education services for students with high level needs.
2. **Fix the Funding.** This feasibility study clearly finds that the current funding mechanism for special education does not work. First, OSSE should complete a thorough analysis of special education costs in LEA Charters. Second, a close look into the flow and timing of SPED dollars to and from LEA Charters and DCPS must take place.

## APPENDIX A

### BACKGROUND INFORMATION

#### **DC Special Education Co-operative:**

The mission of the DC Special Education Co-operative (The CO-OPERATIVE) is to provide charter schools in Washington, DC with a support system for their special education programs. Through its programs and services, The CO-OPERATIVE supports the growth and maintenance of charter-based special education programs that are compliant with special education laws and deliver high quality educational services to students with disabilities.

In 1998, a group of charter school leaders, teachers, special education experts, and local chartering authorities came together to form The CO-OPERATIVE, the first organization of its kind in the nation. The CO-OPERATIVE was founded on the belief that, like traditional public schools, charter schools need the technical assistance and support of an educational service agency to create and build quality special education programs. Ten years later, The CO-OPERATIVE now recognized nationally as an innovative model, has been replicated in states across the country.

#### **PHILLIPS Programs for Children and Families:**

**Mission:** PHILLIPS is a private, nonprofit organization whose people are dedicated to serving the needs of individuals with emotional and behavioral problems and their families through education, family support services, community education and advocacy.

**Philosophy:** The PHILLIPS organization values and promotes effective, client-focused services, teamwork amongst its high-quality staff and a supportive community encouraging respect, integrity, perseverance and innovation.

**Background:** PHILLIPS Programs for Children, a private, non-profit organization founded in 1967, serves nearly five hundred children, youth and their families in Virginia, Maryland and the District of Columbia yearly. Helping children and youth reach their potentials and grow as independent and productive members of their communities is PHILLIPS underlying philosophy. The four existing PHILLIPS Programs are:

- PHILLIPS School~Annandale
- PHILLIPS School~Laurel
- PHILLIPS Teaching Homes
- PHILLIPS Family Partners.

## **APPENDIX B**

### **STAKEHOLDER INTERVIEWEES**

#### **DC LEA Representatives**

- Founding Leaders
  - Martha Cutts, Washington Latin PCS
  - Linda Moore , Elsie Whitlow Stokes Community Freedom PCS
  - Jessica Wodatch, Two Rivers PCS
- SPED Coordinators
  - Rebecca Meyer, SPED Director, E.L. Haynes PCS
  - Monica Lesperance, SEC, Elsie Whitlow Stokes Community Freedom PCS
  - Stacey Pearl, SEC, SEED PCS
  - Dana Ross, SPED Director, KIPP DC PCS

#### **DC Community Stakeholder Interviewees**

- Parents
  - Senora Simpson
  - Molly Whalen
- Federal Government
  - Dean Kern, USDOE Director, Charter Schools Program Staff, Office of Innovation and Improvement
- District Government
  - Victor Reinoso, Deputy Mayor for Education
  - Neil Albert, Carter Hewgley, Office of the City Administrator
  - Vincent Gray, Chairman DC Council via Therese Lowery, Legislative Counsel
  - Lisa Raymond, President State Board of Education
  - Annie Glanville, Program Director Autism
- Office of the State Superintendent of Education
  - Kerri Briggs, Acting State Superintendent of Education
  - Tami Lewis, Supt of Special Education Reform
  - Homraj Acharya , Policy Analyst
- Education Community
  - Mary Filardo & Nancy Huvendick, 21<sup>st</sup> Century School Fund
  - Eileen Ahearn, National Association of State Directors of Special Education (NASDSE)
  - Nelson Smith, National Alliance for Public Charter Schools
  - Kevin Chavous, Democrats for Education Reform
  - Carol Quirk, MD Coalition for Inclusive Education
  - Mary Levy, Education Analyst
  - Ariana Quinones-Miranda, Friends of Choice in Urban Schools (FOCUS)
  - Ramona Edelin, DC Association of Chartered Public Schools (DCACPS)
  - Tom Nida, DC Public Charter School Board (PCSB) Board Chair

## APPENDIX C

### CHILDREN'S DEFENSE FUND 2008 DC DATA

#### **Children in the District of Columbia**

113,720 children live in The District of Columbia:  
251 are American Indian/Alaska Native, non-Hispanic  
2,737 are Asian/Pacific Islander, non-Hispanic  
2,824 are two or more races, non-Hispanic  
11,196 are Hispanic  
21,794 are White, non-Hispanic  
74,918 are Black, non-Hispanic

#### **In The District of Columbia:**

A child is born into poverty every 6 hours.  
A child is abused or neglected every 3 hours.  
A child dies before his or her first birthday every 3 days.  
A child or teen is killed by gunfire every 11 days.

#### **The District of Columbia Ranks:\***

3rd among states in per pupil expenditures.  
Best state is New Jersey; worst state is Utah 49th among states in percent of babies born at low birthweight.  
Best states are Alaska, Oregon, and Washington; worst state is Mississippi  
51st among states in its infant mortality rate.  
Best state is Utah; worst is The District of Columbia  
[\*1st represents the best state for children and 51st represents the worst state for children in the country]

#### **Child Poverty in The District of Columbia**

Number of poor children (and percent poor) 25,597 (22.7%)  
Number of children living in extreme poverty (and percent in extreme poverty) 13,570 (12.0%)  
Number of adults and children receiving cash assistance from Temporary Assistance for Needy Families (TANF) 11,965  
Maximum monthly TANF cash assistance for a family of three \$379

#### **Child Hunger in The District of Columbia**

Number of children who receive food stamps 34,796  
Percent of eligible persons who receive food stamps 71%  
Number of children in the School Lunch Program 42,685  
Number of women and children receiving WIC (Supplemental Nutrition Program for Women, Infants, and Children) 15,190

#### **Child Health in The District of Columbia**

Number of children without health insurance (and percent uninsured) 9,000 (7.3%)  
Number of children enrolled in the State Children's Health Insurance Program (SCHIP) 6,566  
Number of children enrolled in Medicaid 77,573

Children as a percent of total Medicaid enrollment 48.4%  
Medicaid expenditures on children as a percent of total Medicaid expenditures 24.9%  
Percent of two-year-olds not fully immunized 18.4%

### **Early Childhood Development in The District of Columbia**

Percent of children under age 6 with all parents in the labor force 64.0%  
Number of children served by Head Start 3,403  
Number of children served by the Child Care Development Fund/CCDBG 3,700  
Average annual cost of childcare for a four-year-old in a center \$7,800  
Percent of 3-year-olds enrolled in state pre-k, Head Start, or special education programs No data  
Percent of 4-year-olds enrolled in state pre-k, Head Start, or special education programs No data

### **Education in The District of Columbia**

Amount spent per pupil in the public schools \$13,348  
Percent of public school fourth graders reading below grade level 86%  
Percent of public school fourth graders below grade level in math 86%

### **Child Welfare in The District of Columbia**

Number of children who are victims of abuse and neglect 2,759  
Number of children in foster care 2,378  
Number of children adopted from foster care 179  
Number of grandparents raising grandchildren 6,164

### **Youth at Risk in The District of Columbia**

Percent of 16- to 19-year-olds not enrolled in school and not high school graduates 7.8%  
Averaged freshman high school graduation rate No data  
Percent of 16- to 19-year-olds unemployed 29.2%  
Number of juvenile arrests 437  
Number of children and teens in juvenile residential facilities 339  
Ratio of cost per prisoner to cost per public school pupil No data  
Number of children and teens killed by firearms: 26  
26 homicides; 0 suicides; 0 accidents; and 0 undetermined

Compiled from the most up-to-date data available as of November 2008.

*For more information on the state of America's children contact:  
Children's Defense Fund, 25 E Street, NW, Washington, DC 20001  
(202) 628-8787  
[www.childrensdefense.org](http://www.childrensdefense.org)*

## APPENDIX D

### FEASIBILITY STUDY INTERVIEW QUESTIONNAIRE COMPILED RESULTS

1. In SY 2009-10 will DC Charters be equipped to meet the education needs of special education school-age children as federally mandated by the Individuals with Disabilities Education Act of 1997 and the No Child Left Behind Act of 2001?

Yes = 2      No = 9      Maybe = 14      D/K = 1

2. What is the most critical issue that charter schools will face in the delivery of special education services in SY 2009-10?
  - **Lack of SPED knowledge**
  - **Lack of access to SPED knowledge**
  - **Funding/Budgeting/Appropriate Placements**
  - **Trained personnel**
  - **Appropriate resources**
  - **Providing appropriate programs and services for students in need of more restrictive settings**
  - **OSSE's changing policies and keeping up with them**
  - **Funding**
  - **Capacity**
  - **Identification, programming and placement of SPED students**
  - **Providing appropriate instruction**
  - **Training and skill level of staff**
  - **A lot schools struggle with what to do if they have 1 student who requires a specialized program.**
  - **Creating good programs for individual, high need students with different disabilities (autism, ed) esp. when there no scale.**
  - **Staffing to serve students within small footprint (of an LEA); Can't predict sped needs and proactively hire (for related services and PD); scale**
  - **Staff Capacity**
  - **Change from LEA status will pose a lot of financial and expertise problems.**
  - **Capacity/Policy issues; Environments need to change to assimilate SPED i.e., rural areas**
  - **Financial Responsibility for LEA Placements; Classrooms to accommodate Inclusive Models and Space for Trained Staff**

- Collaboration model between general and special ed staff to provide inclusive teaching and learning
  - Cost; Hiring consultants; Extra staff to give LRE and services
  - Providing the tutorial support for students grossly behind grade level
  - AYP – schools that made it under safe harbor last year, won't this year. It'll take a few years to get there. It's not realistic to make it in one-year esp. in reading. It'll effect funding. Need to look at growth.
  - Own LEAs. Don't have ability to pool resources.
  - Hiring finding, and paying for qualified personnel
  - Handling severely disabled kids
  - Delivery of quality services in a timely manner
  - Having the human capacity to meet students needs under the current formula especially level 3 and 4; High need, low incidence – formula not designed for it at the moment
3. What are charter schools' primary constraints/barriers in SPED service delivery?
- Lack of knowledge
  - Budget limitations to hire SPED experts
  - Resources and \$\$
  - Planning to absorb SPED kids
  - Limited staff expertise
  - Staff with expertise
  - Lack of PD
  - \$\$\$...
  - Access to info... lots of charter schools are isolated from the broader ed community; leadership to support SPED needs
  - Available resources... staff, facilities, equipment
  - High quality staff recruitment and monies to coordinate SPED services
  - Some that do a good job... those that are challenged: charters don't think of their programs as being able to serve sped they haven't trained their teachers. Except those who have built their schools around serving sped.
  - Lack of clear understanding of how to integrate serving sped students into their primary mission and function. Sped is seen as a burden, cost suck, risk. Sped is not a part of the mission. Budget design needs to consider effective methods (e.g. co-teaching). Creating 2 separate education streams that makes task insurmountable. Crisis of philosophy.
  - Size. Ability to hire staff within the context of a small budget and facilities (would love to have an OT room) hard to anticipate & plan for

the needs of students with specific, high needs; Long-term: Competing with DCPS for qualified staff if DCPS changes its salary structure

- Guess it's similar to providing for ELLs... limited # of people in the bldg with expertise, lack of buy in, funding challenges.
- Scale; Adequate staffing & PD
- Overwhelmed in the delivery of basic operations and services ~ SPED is another responsibility
- \$ and staff capacity to deliver services in integrated settings
- everyone's certified; staff that fit the mission; schools general ed org and delivery of sped as an add-on, not integrated
- Training; Capacity; Naivety
- Teacher Prep; \$\$\$; Space; Commitment
- Staff skill
- Qualified staff; Finding sped teachers; Identification process – for young charters – not their focus, who go to?
- Money for staff; Time – taking kids out of class. Kids schedules (extreme needs)
- Budget. We're well staffed but the city's funding structure doesn't support this. Finding good, committed certified special ed teachers.
- Professionals, truly integrated therapy in the classroom
- \$\$\$ and expertise
- Lack of resources to meet a relatively low demand; not being able to predict and anticipate enrolling SPED populations Qualified personnel (experience/expertise) in specific areas
- Human capital; funding

4. What existing charter school programs nationwide exemplify a quality approach to educating special education students?

**D/K 22**

- Those with structural support i.e., associated with an EMO, CMO or SPED CO-OPERATIVE
- NY School for Autism... Charter School with a unique lottery between the state and city
- New Orleans Charter School does a good job servicing kids with disabilities... can't remember the name of the school but SPED is not an afterthought
- SABIS – corporation for for-profit charters in NOLA
- The Children's Center for Developmental Enrichment ~ Oakstone Academy in Columbus Ohio
- Harlem Children's Zone

5. What existing DC charter school programs exemplify a quality approach to educating special education students?

**D/K 12**

**Two Rivers 2**

**Capital City**

**St. Coletta 5**

**SAIL 2**

**EL Haynes 6**

**KIPP DC 3**

**Elsie Whitlow Stokes 2**

**Bridges Early Childhood 3**

**SEED 2**

**Maya Angelou**

**DC Prep**

**LAMB**

**Howard Math Science**

6. What special education population is most challenging to serve?

**ED = 16    Autism = 3    Medically Fragile = 3    Multiply Handicapped = 4**

- **Emotional/Behavior Problems**
- **ED**
- **ED and Autism**
- **Level IV and those kids with less obvious needs who “fall through the cracks”**
- **Behavior Disorder... ED across all ages**
- **Secondary in all disabilities in general**
- **Those that are difficult to identify... mislabeled or not labeled**
- **Students needing 1:1; Kids with significant cognitive disabilities TBI, CP, Medically Fragile**
- **LEAs struggle with adolescent students with ED, behavior issues. The squeakiest wheel.**
- **High need/low incidence**
- **Maybe ED. More prevalent – schools likely to have**
- **ED (which is unsettling to schools, not sure if unserviceable); Multiply handicapped, Medically Fragile**

- **Emotional Disabilities**
- **Emotional Disabilities with complex and/or issues histories of sexual abuse**
- **ED**
- **Severest Needs/Intensive Care**
- **Emotional Disabilities at any level; Visually Impaired; Hearing Impaired**
- **Significant Behavior Problems**
- **Severe ED**
- **Students 4-6 grade levels behind peers**
- **Students with severe auditory processing disabilities; Students on the autism spectrum; Students with ED with conduct disorder**
- **It's the kids that need inclusion with supports and acc (Autism, and LD)**
- **Mental Illness**
- **Severely disabled in any category; Expensive to serve**
- **ED**

7. Do you feel DC charter schools efficiently use their federal, state and local SPED dollars to maximize their benefits to children with special needs?

**DK = 11      Yes = 6      No = 5      Maybe = 4**

In one sentence... please describe inclusion...

- **Inclusion is the treatment of students with disabilities as full time instruction and related services appropriately woven into and delivered within their class schedule.**
- **School environment where a diverse group of learners can access the same program with differentiation**
- **Educating children in the same way irrespective of their disability levels**
- **Serving students where you maximize their potential and generalize learning skills with typically developing peers (in classroom and society) members of their grade-level class with their special education**

- All students have an equal opportunity to learn and become valued members of their school community regardless of their individual abilities and needs.
- Deliberately and proactively involving SPED kids with those who are non-SPED
- Including/educating students with special needs in mainstream classrooms with supports as needed
- Providing the maximum time for sped students with nondisabled peers
- High quality individualized instruction and support for all students leading to genuinely positive outcomes.
- For us it's collaboratively designing and implementing general ed and sped instruction in the general ed classroom.
- Serving sped students in a general ed classroom setting
- Method of delivering instruction to SPED children that attempts to educate them within the framework of a traditional classroom... the ultimate of individualized instruction if it works
- Ability for one to thrive in their natural environment or an environment that they determine
- Integrating children with special needs into the regular class and other programs (sports and activities) to fullest extent possible.
- All students, all abilities, all learning styles to the benefit of all
- Providing maximum opportunities for SPED students to join the general education milieu and engage with the general population in learning activities
- Membership; Peer Relations; Meaningful Academic Participation; No Exclusion
- Means children needing sped in a full time full day regular education program

- Students with IEP in class with their peers not taken out for special services
  - Inclusive classrooms start with the philosophy that all children belong and can learn to function in the mainstream of a school community and that teachers are committed to valuing every student in the classroom.
  - An opportunity for every child to be part of the average environment.
  - The child is in the classroom and can't be identified/distinguished as having any special need.
  - Ideal which works if done well and disaster if not done well
  - Ensuring that all students are provided w adequate resources to allow them to reach their full potential in classrooms among their peers irrespective of special ed needs and disabilities
  - Students who have LD and those not being able to sit down in one room and be served
8. Do DC charter schools have the capacity to serve students with complex emotional and behavioral special needs all-inclusively?

Yes = 2

No = 14

Maybe = 10

8a. What would it take to build the capacity?

Knowledge + Training = 13    \$\$\$ = 6    Willingness + Commitment = 7

- Knowledge
- Access to information of working programs
- Changing the culture but Two Rivers won't do that, as it is counter to our philosophy and program a willingness to change the fundamentals of our program.
- Commitment/ Leadership/ Training
- Amazing teachers, more co-teaching, behavior support teams, development around constant changes in research, PD
- Training in practical applicable strategies, culture shifts within the broader school; support networks in the community

- Finding the talent, resources and money
- Having someone in the building whose sole purpose is to provide quality SPED and meet the school's SPED responsibilities
- Schools must intentionally build the capacity. Usually build around a mission. Must have the mindset from the get go. Not a for ED kids, but charter with focus on ED
- \$ is there, if managed properly; change the way business models done; commitment to doing it (at same level as committed to AYP scores); training of staff and parents (by OSSE, LEA); commitment to continuous improvement process
- Staffing - Full time psychiatrist, nurse, psychologist, SW team, support for parents; Specific training for teachers
- Understand that it is possible (exposure to working models)... that 70% of students can be served in general ed; Given a pathway to replicating successful models in schools; Alternative for extreme cases, effective ways to service outliers
- Will coupled with \$\$ for innovation. The current high stakes school environment is too achievements and performance driven
- Incentives for providing the right services... setting up infrastructure for building human capital skills for service delivery
- Willingness, vision of inclusion married to school's vision; Need to do homework, know what's needed; Mindful of cost – add-on doesn't get schools all there; Schools must have a plan with true costs
- Intensive training and the building of a systemic culture
- \$\$\$; Space; Teacher Education; Willingness
- Commitment from public education leadership; Clear vision from the top; Strong support staff for FBA and PBIP Training and Practice; Clear set of policies and procedures for school-based administrators.
- Until have full enrollment and have \$ and staff it's very difficult. Need economy of scale.
- Money to hire the people you need.
- A self-contained classroom at one of the sites
- If all charters pulled together
- Money, massive recruitment effect for professionals
- A Collaborative
- Additional resources, wrap around services, better administration in meeting needs in a timely fashion
- Willingness; Partnerships, Cooperation; Guidance, Resources etc.

9. In your opinion, is there a demonstrated need for a...

DC Charter SPED Satellite Prevention Classroom for Children with Behavioral Issues at Risk for More Restrictive SPED Placements with a... Reverse Inclusion Component for Children with Special Education and General Education Behavioral Issues

**D/K = 2**

**Yes = 23**

**No = 1**

**Maybe**

10. Where would be the best location for a potential Pilot DC Charter SPED Satellite Classroom?

**D/K 4**

- **Easy access**
- **Metro**
- **Near a metro**
- **If just one classroom... a more central location like Ward 1 or 6**
- **If more than one classroom... east of the river**
- **Central city (Capitol Hill, U Street)**
- **In the east... south of NE and the north part SE**
- **Where there is a concentration of kids... close to where most kids reside**
- **Ward 7 or 8 or centrally located**
- **Near metro. Take \$ off top of transportation budget. Go where the kids are that have these needs 6, 7, 8**
- **Majority of IEPs in Wards 5, 7, 9... metro accessible, co-located with a school**
- **Central city**
- **Space in Armstrong (CAPCS); WMST (TAFT)**
- **Where high concentration of charters... maybe Ward 1**
- **East of the river... highest population of public school children in the city**
- **Ward 3 – avoid the ‘across the river’ stigma**
- **Central**
- **Center City... Ward 6**
- **Large # charters like Columbia Heights where there is a high density of charters; Ward 5 charter alley**
- **NE... central to NW and SE**
- **NE or Brookland – more charters in NE and accessible to all parts of the city. Need for more than one**
- **West of the park. B/c perception of west of park is better. On part of kids, families, and teachers. Don’t put it in southeast – then it becomes second-class.**
- **Close to the kids**

- Where most in need students are clustered
- Anywhere... It's a political issue

11. Is there an existing DC charter school that you see as a “best fit” for housing such a program?

**D/K 11**

- Concerns about that... must be a quality and safe school. Timeframe is too soon for a satellite. Fall 2010 more realistic.
- If elementary age... maybe Maya
- Not sure... maybe the new KIPP, Howard Road Academy, Fletcher Johnson, Taft or one of the new Center City schools that may close due to under enrollment
- High performing, Haynes, KIPP, Cap City. A charter that is not so special to show that anyone can do it
- Haynes, KIPP due to scale & staffing
- WMST, Paul
- High performing schools – KIPP, Haynes (have right staff, school culture to absorb challenge; Larger schools – Friendship, CAPCS, higher incidence of need
- DCPS schools... Eastern, Kramer, Tyler, Gibbs, Ferebee Hope, Merritt Middle; Building Hope schools... Birney, Benning and Draper; Charter Schools... EL Haynes at Clark
- Benning Rd incubator; Fletcher Johnson; Maya, Evans, LAMB due to Montessori approach
- KIPP; Thurgood Marshall Academy
- KIPP – Douglas; Armstrong – CAPCS; NIA – incubator space; Draper (2<sup>nd</sup> fl); Chavez – Bruce
- One of the larger ones... KIPP, CAPCS
- St. Coletta's b/c of the facility. It might help them to transition children back.
- One of the larger charter schools
- KIPP, Paul, EL Haynes, Elsie Whitlow Stokes

12. Do you see a way for DC Charter schools to access additional SPED funds to cover SPED services after the October census each school year?

**D/K = 6**

**Yes = 7**

**No = 6**

**Maybe = 7**

13. How do you see LEA monies following students to a more intensive SPED Satellite Classroom program at any given time throughout the school year?

**D/K 5**

- Negotiate a more frequent review of # of students enrolled and prorate share of funding for those students. With a good data system this could be done monthly.
- No objection to \$ following kids... concern is creating another bureaucratic system. Plan budget on target number of kids enrolled...
- \$\$\$ to pool
- Movement on a quarterly basis... need a simple mechanism to allow for \$\$ to follow the child; home LEA to pay satellite... this type of payment stream is a way to remind home charters that they still own the child
- Challenging... must plan for it... charters need to have sophisticated budgeting skills
- OSSE doesn't have the capacity to follow the kids with the \$. Quarterly counts. IDEA 1x/yr. non public tuition \$ are more flexible.
- Requiring some contribution from the LEA (from sped add on) annualize that \$; Mechanism for taking \$ from private tuition or SEA Part B
- No idea. Don't know when charters actually get the funds they are supposed to get; In the long-run charters can plan based on assumptions about new students; There has to be \$ in the program to start the program; Charters need to pay into a pool to use the services; The current funding isn't enough.
- Allotment, Part B; Payments in installments; Facilities \$ in quarterly payments; Cost model; Compare with private tuition.
- No existing mechanism. Have conversation about enrollment reserve fund – can an adjustment be made to that? Must create a mechanism for charter and DCPS fund to sit between general and nonpublic funds; Schools must plan and prepare to have some amount of sped expenses along the continuum. Must find efficiencies. Must view part of the general budget as part of the sped budget

- Difficult and complex. Charters could form a consortium and buy shares of the satellite... up front and prior to the school year so that the \$\$ is already budgeted
- Schools voluntarily pay out of allotment; Schools pay for PD; Similar to outsourcing for aftercare; save \$
- State Funds/District Funds
- Reallocation of resources... if only a few students... give up the SPED Level IV \$\$\$ to follow the student. Must be able to access \$\$ right away. Maybe a SPED add-on for charters who choose the satellite option.
- Individual schools would have to pay for their children; In NOLA they pay and place
- LEAs pool resources; Maybe part day; LEAs can't plan or budget but should send some \$; the city has to get a handle on how many kids for planning and budgeting.
- The \$ go with the child (pro-rated)
- \$ should follow the child, even after Oct. 1
- Money must follow kid. It must be tracked.
- MOU and fiscal expertise to steer the \$\$\$.... satellite invoicing the home charter school with fiscal facilitator
- Intradistrict transfers on a reimbursement basis; complex scenario... home school would receive funds, host school would receive funds, \$ needs to follow child
- The whole idea would be to have the funding follow the child

14. How could charter schools logistically enter into an agreement to utilize a SPED Satellite Classroom placement?

### D/K 3

- Draft a clear legal contract that includes specifics on the level of funding and responsibilities
- Same mechanics as in the home charter school... parents, forms etc
- Contract
- Formal agreement with the home school and the satellite management org
- Legal contract... but one that is a simple, standardized template with room for variation i.e., how long the child will be enrolled in the satellite
- Contractual legal agreement

- Consortium idea (Texas, Arizona, California) OSSE policy on continuum of placements; talk to Bill Knudson (Tami's deputy)
- Contract. Consider due process component... Who is the responsible party? (must be LEA)
- Through a consortium
- FERPA; Liability; Pitfalls of off-site location; As long as in DC, can still be part of the LEA
- MOU/contract fine. Straight fee-for-service or base fee paid by members to cover costs with a per student add-on
- School agreement with 'the satellite' with a mission for charters get to scale/capacity over time
- PHILLIPS should come into DC as a non-public and heavily market DC Charters... essentially as a Charter Management Organization
- Satellite classroom could belong to the CO-OPERATIVE... pay fees to CO-OPERATIVE to use Satellite Classroom
- Satellite classroom tenant to incubator initiative or lease space from a school
- School partner with the sponsoring org (CO-OPERATIVE), become a member to use services, make commitment to sending "x" students
- Rubric for placement. An outside person for admissions. With a legal document where schools agree on the criteria.
- Coop agreement. X number of hrs/time/\$ to participate. With LEA owning IEP.
- Contract
- MOU
- MOUs
- Have LEAs independent contract with the satellite or MOU whatever expedites services for students

The DC Charter SPED Support Partnership Phases II and III plans for the launch of a SPED Satellite Classroom Pilot in January 2010 and growing SPED Satellite Classrooms as needed through June 2012.

15. What are your perceptions of parental attitudes and community support for a grassroots project of this nature?

Positive = 11

Negative = 0

Mixed = 15

- Parents will support special programs in schools. Parents of children in the school and in the neighborhood of the school should be engaged and informed.

- Slightly better confidence in receiving school + continued relationship with home school. Change is always difficult
- Strong
- A ton of support. It's a stressful process to not have options. If parents are in denial of the child's disability it could be challenging.
- Parents would be supportive... parental response would be good in general; depends on how its presented to them; campaign in support of parents of sped needs to understand why it's a viable and good option
- Positive if it works but there exists much skepticism in DC given the city's SPED history
- Varies... parents whose child needs a program as such will be open to it if the home charter school is supportive with a goal to return the child... all about marketing
- Imagine would be supportive. Local would be better. Charters increase in enrollment each year, so community supports them. Culture in the city – expects private placement.
- Mixed – possible perception that more segregation. Public info campaign, marketing, pre-emptive outreach. (AJE, SAP)
- Some would be supportive. They want public options for their children.
- Generally people see the benefits. Parents concerns about off site. Transportation challenges. Parents pick LEA for LEA, not satellite.
- Mixed bag. Some general education parents feel that too much time is taken from their kids by sped kids. Others will see as great learning experience. Oyster is adding an inclusion PreK class next year.
- Lots of community support... parents are looking for support/help/assistance.
- Complicated... definite constituencies who believe in the research and support it... there is also strong support for Residential Treatment Centers (RTC) and Non Publics (NP)
- Parents glad to have children close to home; Ameliorate stigma; Building capacity in schools seen as a solution. It is a solution we need a solution very badly in DC. Could become a national model.
- Good. Programs like this are always needed nationally.
- Must build consensus and “BUY IN” from parents. Tap into Community Organizer networks. Safety will be an issue.
- Most families will be very supportive except perhaps those of non-disabled students
- Who would be against it? Parent of non-spед?
- Parents might be resistant b/c they want their kids in school with everyone else.

- Good... if it's a good program with a good reputation. Needs to be beautiful and respectful of parents. Sending schools must have child's best interest at heart. However, parents with attorneys want private school placements.
- Positive. Especially for families involved with charter school. Depends on location of satellite. Parents want LRE for child. It's all in how presented. Parents can visit classroom and see that it'll meet child's needs.
- Parents say they want it but parents of children with severe mental illness want them gone (but safe) b/c it puts so much stress on the family. It would be a relief for some parents – if parents are kept involved, but not mandated, or made to feel guilt themselves – satellite refers parents to community-based support.
- Questions at the beginning... engage parents and communities; Council should be engaged and informed... Committee of the Whole, may get some traction with Tommy Wells
- Mixed... some will welcome satellites as part of a solution; some will feel potentially biased; Chairman Gray would be concerned about satellites could give Charter Schools an excuse not to have to deal with special needs kids... PD piece will help mitigate.
- Depends on Ed campaign of the project... people want children closer to home.

**For DC Charter School Leaders...**

**Two Rivers, Haynes, Stokes, Latin, KIPP DC**

1. Is your charter school an autonomous LEA or part of the DCPS LEA for special education purpose only?

**Autonomous = 4**

**DCPS = 1**

2. Has your LEA status preference been beneficial in your school's recovery of costs associated with serving students with special needs?

**Yes = 3**

**No**

**Maybe = 1**

**D/K = 1**

3. Does the current UPSFF and other revenue entitlements meet the costs of educating your special education students? If not, what is your average per student funding gap?

**Yes**

**No = 5**

**Maybe**

4. What did your school spend on SPED in SY 2008-09?

## D/K 2

- **825K on 53 students**
  - **2x the cost**
  - **Revenue 800K; Expense 1.6M ...104 students**
5. What is your understanding of how the funding flows for special education charter students? Describe the funding stream of SPED dollars to your charter school.
- **City funds thru the UPSFF + add-ons; Entitlement IDEA Part B \$; We're asked to predict but just numbers not funding levels; Can't count on April recount**
  - **Hard to track funding coming from the District. Random installment payments are received for different things. Can't track revenue source. There's no communication from the city on what checks are for.**
  - **SPED add-on \$\$\$ varies by SPED Level of Service Intensity and comes from OCFO in quarterly payments as a result of the October census; SPED add-on enrollment projected in either the spring of July prior to the SY; IDEA Part B \$\$\$ ... D/K where these \$\$\$'s come from... maybe OSSE; Medicaid \$\$\$... whenever??? And paid by OCFO.**
  - **Levels, enrollment audit; Include in quarterly allotment; Draw Part B**
  - **Attached to child. Based on enrollment.**

## APPENDIX E

### LEA CHARTER NEEDS ASSESSMENT DATA

In the Spring of 2009, the DC Special Education CO-OPERATIVE surveyed charter schools regarding their special education continua, fiscal resources, internal expertise vis-à-vis special education. The results are as follows:

#### **PROGRAM**

##### **What types of special education placement options does your LEA offer?**

Full inclusion: 64%

Combination Inclusion: pull out and push in (students pulled for small group/individual related services): 77%

Resource Room: students attend special education classes for specific subject areas: 36%

Full-time classrooms: students receive instruction and related services in separate classrooms and participate in specific classes and activities: 14%

Segregated Programs: full time self contained special education classroom – students do not interact with the general population: 5%

##### **How many out of LEA placements did you school request in SY 2008-2009?**

0 : 35%

1-2 : 26%

3-5 : 30%

more than 5 : 4%

##### **How many out of LEA placements did your school request in the last three school years?**

0 : 22%

1-3 : 22%

4-6 : 30%

more than 6 : 22%

no response: 4%

##### **In SY2008-09, what % of your student population were SPED students?**

Less than 10% : 22%

10 – 15% : 52%

16 – 20 % : 4%

greater than 20% : 13%

no response: 7%

##### **What % of your SPED allotment did you spend in SY 2008-09?**

100% : 0%

Less than 100% : 13%

100% - 120% : 13%

Greater than 125% : 52%

Other: 9%

No response: 13%

**What % of your overall LEA operating budget did you spend on SPED?**

0-10% : 17%  
11-19% : 26%  
20-30% - 17%  
>30% : 9%  
No response: 30%

### **DATA**

**Would your LEA be willing to participate in a special education data collection project (to include a cost analysis of special education costs and allocations)?**

YES 48%  
NO 4%  
MAYBE 39%  
NO RESPONSE: 9%

**Do you think it is important for the charter community and the broader DC Community (including PCSB, OSSE, and City Council) to have data that illustrates the special education experience in charters?**

YES 91%  
NO 4%  
NO RESPONSE: 4%

### **PROFESSIONAL DEVELOPMENT**

**Rate your LEA's level of need for focused PD that addresses challenging student behavior.**

High Need 43%  
Moderate Need 48%  
No Need 0%  
No Response 9%

**What types of behavior-focused PD does your LEA need?**

Behavior Management Programming 65%  
Conducting Functional Behavior Assessments (FBA) 50%  
Positive Behavior Support (PBS) 55%  
Classroom Management 65%  
De-escalating Disruptive Behaviors 50%  
Safe and Effective Crisis Interventions 45%  
Social Skills 45%  
Other 10%

**Rank your priority in providing PD focused on challenging student behavior? (1-lowest priority, 4 – highest)**

School-wide 2.8  
Specific classrooms 2.7  
Individual students 2.5  
Parents 1.9

**Rate your LEA's level of need for PD focused on specialized instruction in inclusive settings.**

High Need 35%  
Moderate Need 43%  
No Need 9%  
No Response 13%

**What types of instruction-focused PD does your LEA need?**

Intervention Programs i.e., Wilson Reading, Touch Math, HWT 40%  
Differentiating Instruction 85%  
Modifications/Accommodations in the general education classroom 65%  
Using Assistive Technology 55%  
Other 10%

## APPENDIX F

December 2, 2009

Julie Camerata, Executive Director  
The DC Special Education Cooperative  
1488 Newton Street NW  
Washington DC 20010

Re: Expanding the LRE~ Growing Service Options in DC Charters

Dear Julie,

As you know, Building Hope was created over five years ago to help District charter schools overcome the facilities obstacles that keep them from expanding and serving more students. Since inception, Building Hope has provided financing, technical assistance, and real estate development services to create over 1 million square feet of space to accommodate over 15,000 students.

Building Hope works closely with the District government and commercial sources to identify and develop the space needed to accommodate charter schools. Our incubator and co-location programs provide the space needed for small, start-up schools to establish and grow and, by nature of the program, always have excess space. We also work with mature schools to address their long-term space options, which may also provide space options.

Building Hope is confident that we will be able to meet the Expanding the LRE Satellite Classroom(s) space needs starting in the 2010-11 school year and moving forward. We understand the importance of the project, the benefit that it will have to District families, and the cost savings that it will provide. Of course, funding and sustainability are key to making this program a success and we understand the importance of finding the right location. From a facilities perspective, we are committed to working with the DC Special Education CO-OPERATIVE to ensure that you have the space to make the program a success.

Sincerely,

Thomas E. Porter  
Director, Real Estate Operations  
Building Hope