

Appendix A

Ex. 1

Excerpt from Work Plan, II.A.1.b.(i) and (ii)

II. Goal Two: Defendants shall operate secure facilities for discrete populations. The YSC shall generally house youth with orders for secure detention and youth with orders for shelter house placement who are awaiting assignment to a shelter house. The OHYC shall generally house committed youth, including committed youth with orders for secure detention and committed youth with orders for shelter house placement who are awaiting assignment to a shelter house. In the event it becomes necessary to transfer any detained youth to OHYC, the detained youth shall be housed in a unit separate from committed youth, and shall participate in programs and receive services separate from the committed youth.

A. Indicators for Goal Two

1. Separate Housing (Conditional)

b. Defendants shall house committed youth at OHYC. (Conditional)
(*Vacated, February 27, 2009*)

i. Benchmark: Defendants shall generally house committed youth at OHYC, including both committed youth with orders for secure detention and committed youth with orders for shelter house placement who are awaiting assignment to a shelter house, as established by 60 percent of the midnight counts between June 15, 2007 and September 15, 2007. If detained youth are housed at OHYC during this period, each shall be housed and participate in programs separate from the committed youth. (*Vacated, February 27, 2009*)

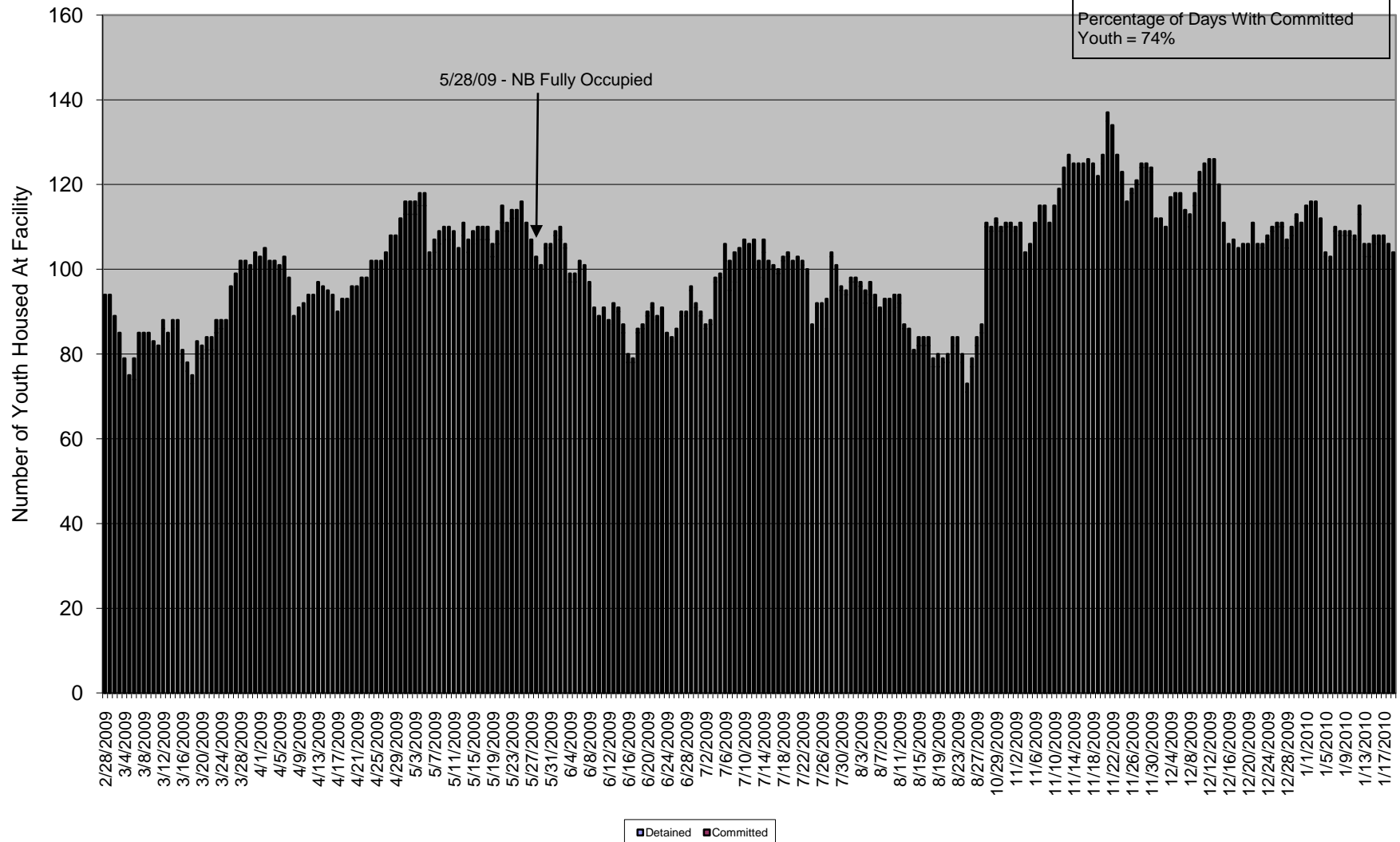
ii. Performance Standard: Defendants shall generally house committed youth at OHYC, including committed youth with orders for secure detention and committed youth with orders for shelter house placement who are awaiting assignment to a shelter house, as established by 70 percent of the midnight counts between September 15, 2007 and December 15, 2007. If detained youth are housed at OHYC during this period, each shall be housed and participate in programs separate from the committed youth. (*Vacated, February 27, 2009*)

Ex. 2

**II.A.1.a.ii - Separate Housing
YSC Population (Not Including Overnights), by Day and Status***
February 28 - August 28, 2009

[Prepared by the Office of the Special Arbiter Based on DYRS Data]

Total Days in Period = 182
Total Days with One or More Committed Youth Housed at YSC = 135
Percentage of Days With Committed Youth = 74%

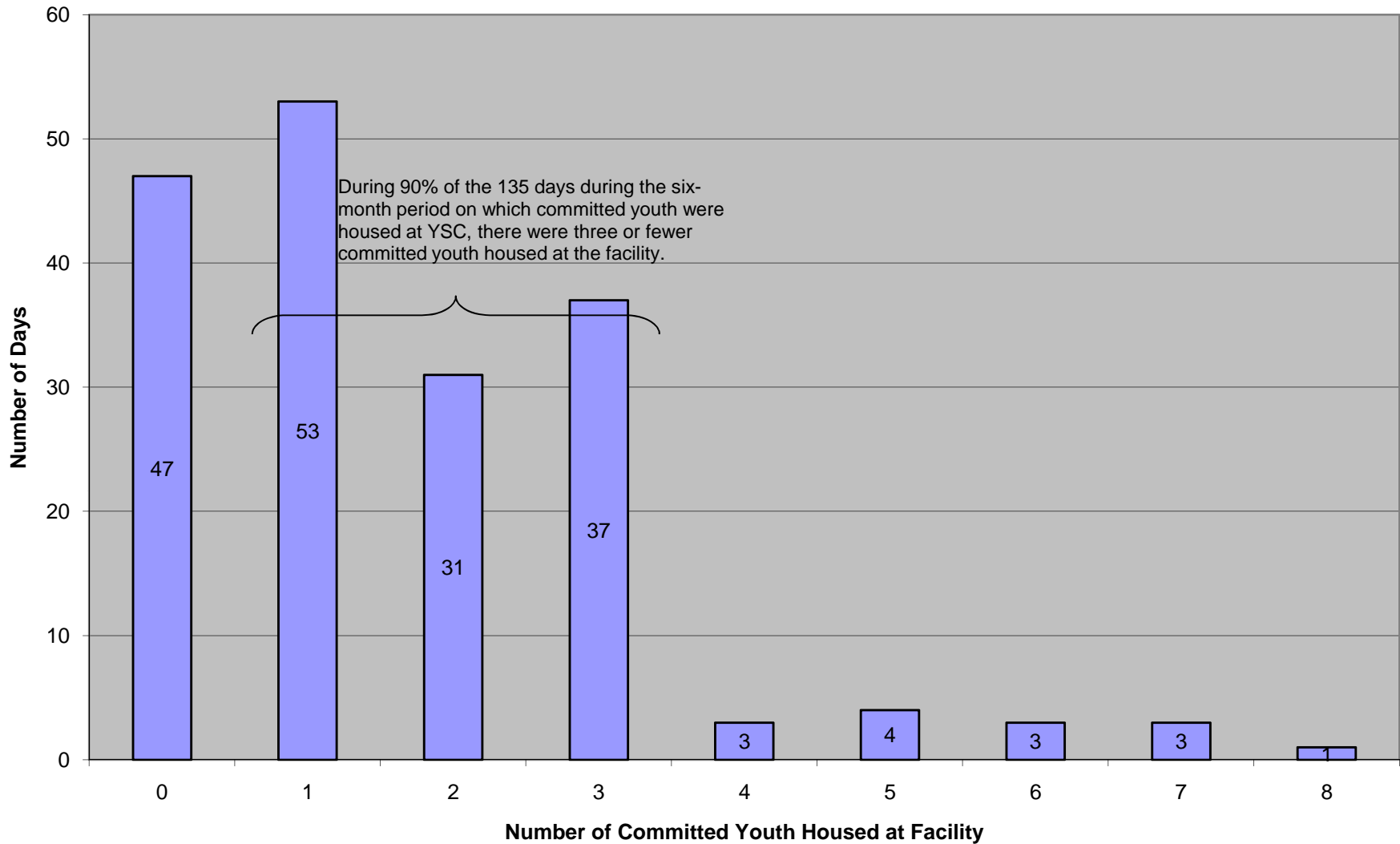


* Committed/detained youth are counted as detained youth in this analysis.

Ex. 3

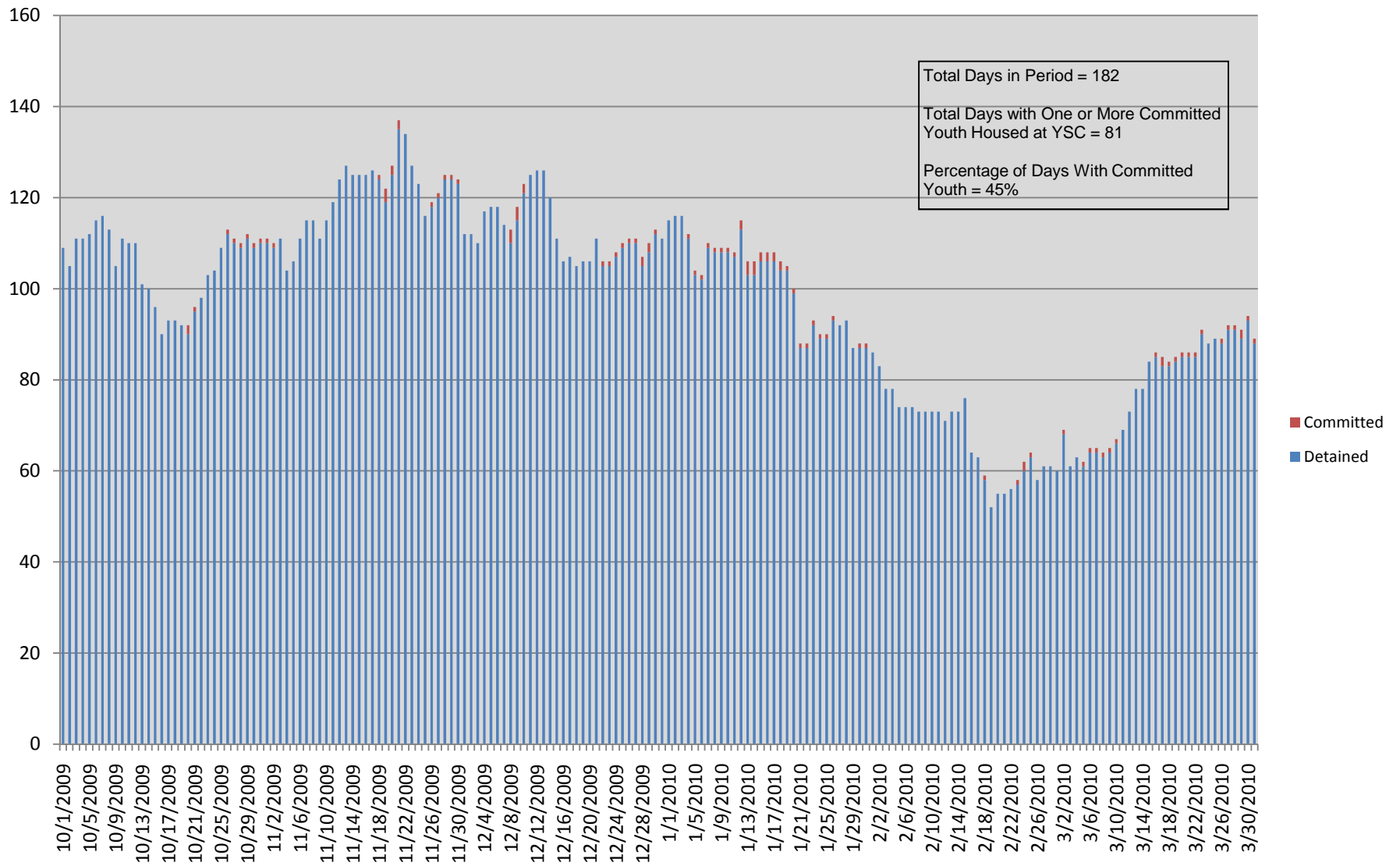
**II.A.1.a.ii - Distribution of Number of Days With Committed Youth Housed at YSC
February 28, 2009 - August 28, 2009**

[Prepared by the Office of the Special Arbiter Based on DYRS Data]



Ex. 4

II.A.1.a.ii - Separate Housing
YSC Population (Not Including Overnights), by Day and Status*
October 1, 2009 - March 31, 2010
 [Prepared by the Office of the Special Arbiter Based on DYRS Data]



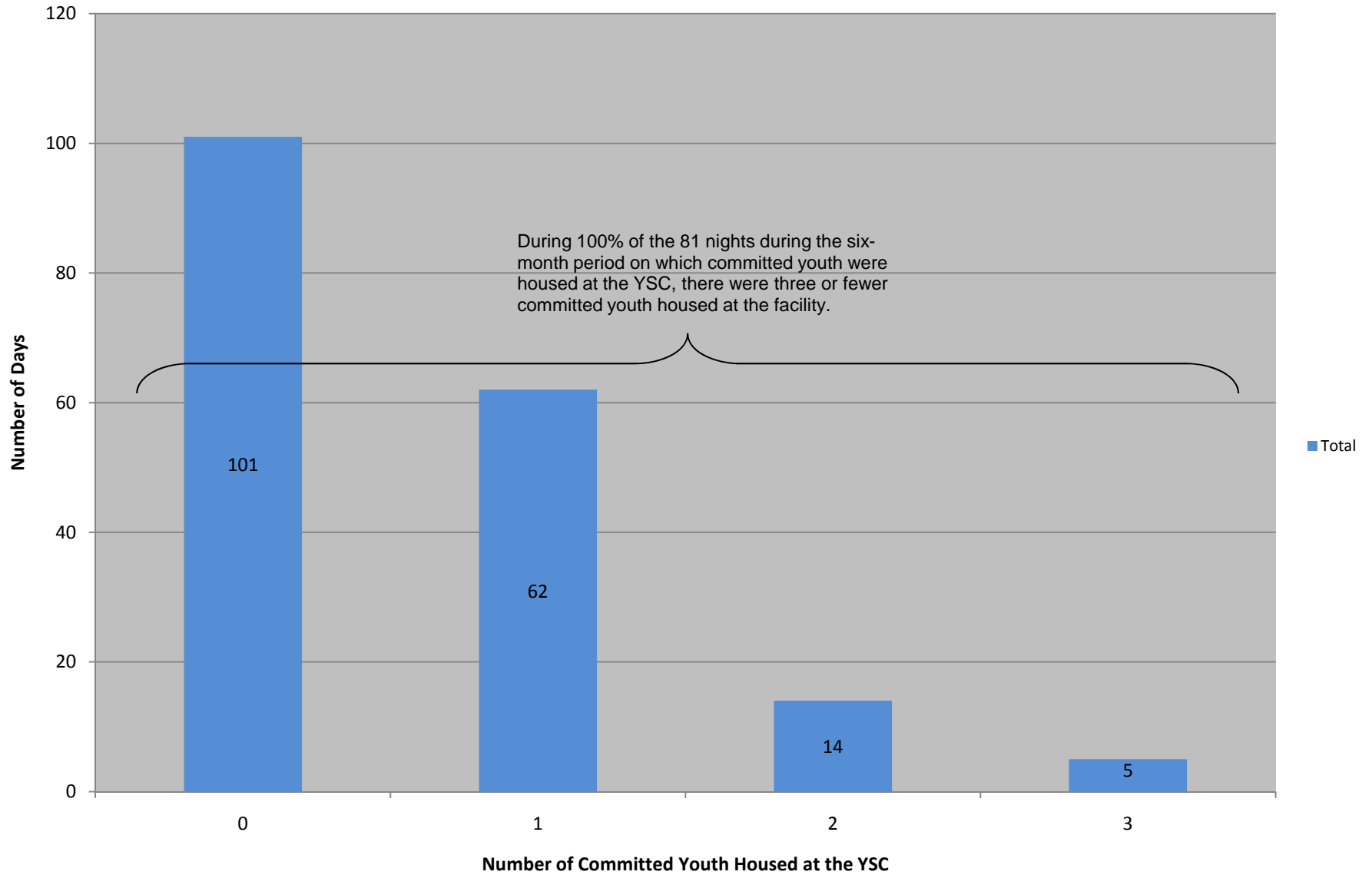
* Committed/detained youth are counted as detained youth in this analysis.

Ex. 5

II.A.1.a.ii - Distribution of Number of Days With Committed Youth Housed at YSC

October 1, 2009 - March 31, 2010

[Prepared by the Office of the Special Arbiter Based on DYRS Data]



Ex. 6A

CAROL CRAMER BROOKS

VITA

Employment

Lead Consultant, Juvenile Justice Associates, LLC and the National Partnership for Juvenile Services

Provide training and technical assistance for juvenile justice facilities/organizations/jurisdictions primarily in program and staff development, curriculum development and educational programming. 2008-present

*Division Director, Program Development and Support Services, **Bureau of Juvenile Justice, State of Michigan***

Responsible for the Education, Training, Quality Assurance, Policy units for the state-run confinement facilities and community-based programs. 2005-2007

*Principal, **Kalamazoo Regional Educational Service Agency, Juvenile Home Schools***

Responsible for the educational programming for adjudicated youth in Kalamazoo County. Responsibilities include program planning and implementation, staff supervision, and teaming with juvenile justice and day treatment staff. 2003-2005

*Director of Training and Confinement Education Programs, **National Juvenile Detention Association, Center for Research and Professional Development***

Responsible for curriculum development and revision and the organization and delivery of detention line staff and educator training. 1997-2003

*Presenter, **Kalamazoo Valley Intermediate School District, Instructional Division***

Responsible for design and implementation of *Surviving Life* (nine-hour workshop on stress and anger management and conflict resolution). Summer, 1995

*Teacher, **Kalamazoo Valley Intermediate School District, Youth Center School/Intensive Learning Center***

Responsible for implementation of behavior management program and academic instruction in social studies (anger and stress management, conflict resolution). Member of Home/School Educational Resource Committee. Member of Coalition for the Prevention of Youth Violence. 1990-1997

*Teacher, **Kalamazoo County Juvenile Home Summer Extension Program***

Responsible for design and implementation of Summer Extension Program. Summer, 1993

*Teacher, **Allegan County Intermediate School District, Allegan County Youth Center***

Responsible for the development and implementation of the behavior management and academic programs for the detention unit. Academic instruction in social studies, science and math. 1987-1990

*Teacher, **Romulus Community Schools, Beacon Day Treatment Program***

Responsible for instruction in secondary and remedial language arts. 1986-1987

*Teacher, **Kalamazoo Valley Intermediate School District, Intensive Learning Center.***

Responsible for instruction in secondary and remedial English and prevocational workshop at the Kalamazoo County Juvenile Home. Member of Program Design and Development Team.
1984-1986

Certification

June, 1988 **Michigan Continuing Certificate**
K-8: All subjects
K-12: Special Education (emotionally impaired)
K-9: Mathematics

May, 1997 **Special Education Teacher Consultant**

June, 2004 **Life Space Crisis Intervention trainer**

Education

December, 1992 **Western Michigan University, Kalamazoo, Michigan**
Master of Public Administration
Concentration: Social Agencies (Program Planning and Design)

August, 1982 **Western Michigan University, Kalamazoo, Michigan**
Bachelor of Science, cum laude
Major: Special Education (EI)
Minor: Math for the Elementary Teacher

Trainings and Grants

Diversity as Unifying Force, New World Associates. Train-the-Trainer training at Kalamazoo Valley Intermediate School District, October and November, 1994.

Negotiation Workshop, Harvard Negotiation Project. Training in negotiation at Harvard Law School, Cambridge, MA, June, 1994.

Excellence in Education Grant, received June 1994, to attend above training.

Conflict Resolution and Mediation, New Mexico Conflict Resolution Center. Training in Conflict resolution and mediation at Kalamazoo County Juvenile Home. May and October, 1993.

Training and Technical Assistance Provided

- Ohio Department of Youth Services, Delaware, O
- Indiana Department of Corrections Pre-service Academy, IN
- Wisconsin Department of Corrections, Wisconsin Dells, WI
- Michigan Judicial Institute, Higgins Lake, MI
- National Juvenile Services Training Institute, Indianapolis, IN 1997 - 2006
- Robert Rivarde Juvenile Detention Center, Harvey, LA
- South Carolina Department of Juvenile Justice, Columbia, SC
- Heartland Juvenile Services Training Institute, Omaha, NE, 1997 - 2000
- Wisconsin Juvenile Detention Association, Green Bay WI

- Joint Conference on Juvenile Detention and Correctional Services, 1996-2006, Cleveland, OH; Atlantic City, NJ; Omaha, NE; Charleston, SC; New Orleans, LA, Las Vegas, NV; Richmond, VA; Minneapolis, MN, Grand Rapids, MI
- Alaska Department of Health and Social Services, Anchorage, AL
- Breathitt County Detention Center, Jackson, KY
- Charleston Youth Facility, Charleston, ME
- Cuyahoga County Juvenile Detention, Cleveland, OH
- Michigan Detention/Corrections Educators, Kalamazoo, MI
- State of Colorado, Greeley, CO
- University of Southern Mississippi, Long Beach, MS
- Division of Juvenile Justice Services, Philadelphia, PA
- Maryland Department of Juvenile Justice, Baltimore, MD
- Dakota County Community Corrections, Hastings, MN
- Building Professional Perspectives, Palm Springs, CA, 1998 - 2000
- Arkansas Department of Human Services, Little Rock, AK
- Macomb County Youth Home, Mt. Clemens, MI, 1999, 2000
- Educator Curriculum, Bolingbrook, IL
- Educator Curriculum, Peoria, IL, 1999, 2000
- Educator Curriculum, Heartland Training Institute, Omaha, NE
- Educator Curriculum, Charleston, SC
- Educator Overview, Pontiac, MI and Philadelphia, PA
- Educator Curriculum, Orange County Department of Education, Costa Mesa, CA
- Educating At-Risk Youth Conference, Louisville, KY
- Jackson County Juvenile Detention, Seymour, IN
- Illinois Juvenile Detention Symposium, Oakbrook, IL
- Montana Juvenile Detention Officer Training, Helena, MT
- Educator Curriculum, Commonwealth of Massachusetts Division of Youth Services, Boston, MA
- 14th Judicial Circuit Criminal Justice Forum, Rock Island, IL
- Educator Curriculum, Kalamazoo, MI
- Educator Curriculum, Hamilton County, OH
- Educator Curriculum and consulting, Bay/Arenac ISD, Bay City, MI
- Educator T4T, Orange County Department of Education, Costa Mesa, CA
- Education Program/teacher Evaluation, Oakland County Children's Village, Pontiac, MI
- Education Program development, Lancaster County Juvenile Detention Center, Lincoln, NE
- Special Education Program evaluation and development, Wayne County Juvenile Detention Center, Detroit, MI
- Education Program evaluation and development, Mississippi State Department of Human Services, Division of Youth Services
- Cognitive Behavior Training, Alameda County Juvenile Detention, Oakland, CA

- Storyboard and Focus Group Activity, Training For Trainers, Hale Ho'omalu Juvenile Detention Facility, First Judicial Circuit of the Judiciary, State of Hawai'i
- Storyboard and Focus Group Activity, Calhoun County Juvenile Detention Center, Battle Creek, MI
- Educator Training, Arkansas Department of Juvenile Services, Hot Springs, AR
- Cognitive Behavior Training, Kent County Juvenile Detention Center, Grand Rapids, MI
- JDAI Fundamentals Curriculum Writing Project, Annie E. Casey Foundation
- JDAI Fundamentals Training, Annie E. Casey Foundation, Dallas TX
- JDAI Fundamentals Training, Annie E. Casey Foundation, Houston TX
- JDAI Fundamentals Training, Annie E. Casey Foundation, Billings, MT
- JDAI Inter-site Conference, Annie E. Casey Foundation, Indianapolis, IN
- JDAI Train the Trainer Program and training team development, Annie E. Casey Foundation, San Antonio, TX
- CBT in the Classroom, CBT State Conference, Lansing, MI
- JDAI Fundamentals, NPJS Symposium, Pittsburgh, PA
- CBT in the Classroom, Macomb County, Sterling Heights, MI
- Program and staff development, Cook County Juvenile Temporary Detention Center, Chicago, IL
- Leadership Academy, Cook County Juvenile Temporary Detention Center, Chicago, IL
- Louisiana Governor's Conference, Educator Tract, Baton Rouge, LA

Technical Assistance (specifically related to jurisdictions involved in law suits)

- Wayne County Juvenile Detention Center, Detroit MI
Responsible for developing and implementing plan to deliver special education services at the Juvenile Detention Center. Failure to provide special education services was part of the Memorandum of Understanding with the Department of Justice, Washington DC
Facility Director: Leonard Dixon
Outcome: Released from MOU
- Maxey Training School, Bureau of Juvenile Justice, State of Michigan
Responsible for developing and implementing plan to deliver special education services at the Maxey Boys Training School. Failure to provide special education services was part of the Memorandum of Understanding with the Department of Justice, Washington DC
Facility Director: Derek Hitchcock
Outcome: Released from MOU
- Mississippi Department of Human Services, Division of Youth Services, Jackson, MS
Responsible for developing program plan, training and policies for education programs in state run facilities. Failure to provide special education services is part of the Memorandum of Understanding with the Department of Justice, Washington DC

Agency Director: Kathy Pittman

Outcome: MOU is still current, no longer participating on technical assistance consultant team for special education, however am a part of the consultant team for training development

- Cook County Juvenile Temporary Detention Center, Chicago, IL
Responsible for training, program and staff development, and education program liaison with the Chicago Public Schools. The CCJTDC is under the jurisdiction of a federally appointed transitional administrator.
Transitional Administrator: Earl Dunlap
Outcome: Project is ongoing
- Orleans Parish School Board, New Orleans Youth Study Center, New Orleans, LA
Responsible for developing a program design plan for the education program operated by the Orleans Parish School Board in the New Orleans Youth Study Center. The plan is part of a settlement agreement in a class action law suit versus defendants officials from the City of New Orleans and the Orleans Parish School Board.
Outcome: Project is ongoing

Professional Affiliations

Member, National Juvenile Detention Association, 1997-2006

Member, Michigan Juvenile Detention Association, 1997-2006

Founding Member, Council for Educators of At-Risk and Delinquent Youth (CEARDY), 1999-present

Member, Education Administrators of Adjudicated Youth (EAAY), 2003-present

Member, National Partnership for Juvenile Services (NPJS), 2004-present

Publications

Roush, D., Cramer Brooks, C., & Kielas, C. (1998, Fall). Accountability-Based Training for Line Staff in Juvenile Confinement and Custody Facilities. *Journal for Juvenile Justice and Detention Services, 13*, 85-93.

Wolford, B., & Cramer Brooks, C. (1999, Spring). Juvenile Justice Education Administrator: An Occupational Analysis. *Journal for Juvenile Justice and Detention Services, 14*, 87-98.

Cramer Brooks, C., & White, Carter, Ph.D. (1999, Spring). National Training Curriculum for Educators of Youth in Confinement. Washington D.C.: U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention.

Roush, D., Cramer Brooks, C., Hondros, D., & Philson, B. (2002, Summer). Juvenile Detention Careworker Training (3rd edition). Washington D.C.: U.S. Department Of Justice Office of Juvenile Justice and Delinquency Prevention.

Ex. 6B

Juvenile Justice Associates

Carol Cramer Brooks, Lead Consultant
2720 Parkview Avenue
Kalamazoo MI 49008

Re: Jerry M, et al. v. District of Columbia, et al

March 1, 2010

OPENING REMARKS

The Maya Angelou Academy (Academy) provides the educational services at the New Beginnings Youth Development Center. Principal David Domenici identifies the Academy's goals as assisting scholars who have traditionally experienced school failure to experience success; and, identifying each scholar's strengths to use as a lever to address their needs. For the scholars who attend school as part of the model units, it is apparent that the Academy achieves these goals.

Many factors seem to contribute to the success of the Academy's scholars. The leadership and the staff, both education and model unit staff, appear extremely committed to the scholars. They know them well, have developed positive relationships with them and challenge their thinking and learning strategies. The staff brings energy and creativity to their daily lessons, which are designed around a well-defined curriculum. Teachers have mastered the use of the Smart Board, a dynamic, multi-use teaching tool available in every classroom. The Academy staff and model unit staff maximize their resources by working as a team to create a very desirable staff to scholar ratio. The attention paid to creating a positive learning environment, rewarding positive behaviors of scholars, discouraging inappropriate behaviors, and the program design all contribute to the scholars' success.

As successful as the Academy is with model unit scholars, this success does not translate to the Awaiting Placement population. Awaiting Placement youth are the short-term population at the New Beginnings Youth Development Center. According to information provided by the Office of the Special Arbiter, of the total number of youth admitted to New Beginnings in December 2009, eight percent of youth were assigned to model housing units. Of those youth who were not assigned to model housing units, over eighty percent were placed somewhere other than New Beginnings within two weeks of their arrival. While in the Awaiting Placement unit the youth do not experience the same level of commitment from staff, access to programming, or behavioral expectations and norm setting. The result is predictable – a level of chaos and violence that is dangerous for youth and staff.

METHODOLOGY

At the request of Grace M. Lopes, Special Arbiter for Jerry M. et al. v. District of Columbia, et al., I conducted an evaluation of the educational services provided by the Academy at the New Beginnings Youth Development Center. The scope of the evaluation was limited to New Beginnings and specific subsections of Goal Four of the Work Plan. Goal Four reads, "The OHYC and YSC educational programs shall meet the basic requirements for a free and appropriate education."

The evaluation consisted of three components: document review, interviews, and classroom observations.

I. Documents* reviewed include:

A. Population Count daily roster sheets

For the dates of document replication the daily population was fifty-three scholars. Dates of document replication were November 10 and 11, 2009.

1. Model Unit Evolution – Ten scholars
2. Model Unit Genesis – Eight scholars
3. Model Unit Imani – Nine scholars
4. Model Unit New Horizons – Nine scholars
5. Model Unit Reflections – Seven scholars
6. Model Unit Unity – Ten scholars
7. Medical Unit – Zero scholars

B. Administrative Documents

1. Attendance – Policy and Monthly Reports
2. Calendars/Schedules – Yearly and Daily (2009 to date)
3. Teacher Qualifications
4. Internal Audit Report

C. Curriculum Documents

1. Curriculum Summary Documents
2. Curriculum Maps for eight units: Relationships, Systems, Power, Change, Justice, Choice, Ethics, and Dreams in each core subject area
 - a. English
 - b. Math
 - c. Science
 - d. Social Studies

D. Special Education Documents

1. Special Education Summary Document
2. Verification of Service forms
3. Scholar IEP's – Nineteen IEP's out of twenty-one scholars eligible for special education services.
 - a. Sixteen IEP's of Scholars in the general education curriculum

- b. Three IEP's of Scholars in the GED curriculum
 - 4. Special Education Quality Assurance Documents
- E. Individualization Documents
 - 1. Overview Document
 - 2. Intake Survey
 - 3. Welcome Center Handout
 - 4. Sample Woodcock Johnson Assessment Instrument scores
 - 5. Credit Evaluation Sheet
 - 6. Sample Progress Reports for Relationship Unit and System Unit
 - 7. Mock Interview Documents
 - 8. Transition Checklist
 - 9. Individual Learning Plans – Thirty-six ILP's for all the scholars in the model units who were housed at the facility 45 days or more. No ILPs were provided for youth housed in Awaiting Placement unit. Per policy and practice, ILPs are not developed for youth in the Awaiting Placement unit. At the time of review and observation, no youth in the Awaiting Placement unit was housed at the facility for 45 days or longer.
 - a. Model Unit Evolution – Seven ILP's
 - b. Model Unit Genesis – Seven ILP's
 - c. Model Unit Imani – Eight ILP's
 - d. Model Unit New Horizons – Eight ILP's
 - e. Model Unit Reflections - Six ILP's

*Staff of the Maya Angelou Academy provided all of the documents for review

II. Interviews completed include:

- A. Office of the Special Arbiter - Grace M. Lopes and Mark Jordan
- B. Principal David Domenici
- C. Special Education Director Shari Franklin
- D. Teachers Julie Catalano, Cheryl Chisnell, Mark Bowen, Quincy Roberts, Brittany Cox, Emily Chiariello
- E. Leadership Corps Melissa Bartolomeo
- F. Advocates Chantee Williams, Desiree Williams, Essence Jones, Maurice Milline, Jenel Owens,
- G. Missouri Model expert Pili Robinson
- H. Behavior specialist and Unity supervisor – model unit staff
- I. Scholars J. H., J. B.

III. Program and Classroom Observations

- A. Observations were conducted December 1-3, 2009
- B. Population count daily roster sheets
 - For the dates of observations the daily population was fifty-one scholars.
 - 1. Model Unit Evolution – Ten scholars

2. Model Unit Genesis – Ten scholars
3. Model Unit Imani – Ten scholars
4. Model Unit New Horizons – Ten scholars
5. Model Unit Reflections – Nine scholars*
6. Medical Unit – Two scholars

*Unity (Awaiting Placement Unit) was closed for renovations. Youth from Unity were housed on the Model Unit Reflections. Former Reflections residents were dispersed into the general population of the other Model Units.

- C. Classroom observations included:
 1. Imani Math – Julie Catalano and Cheryl Chisnell
 2. New Horizons Science – LaToya Archibald
 3. New Horizons English – Brittany Cox and LaShaun Franklin
 4. Reflections/Unity Science – Mark Bowen and Melissa Bartolomeo
 5. Genesis Social Studies – Emily Chiariello
 6. Evolution Science – Mark Bowen and Melissa Bartolomeo
 7. Evolution Math – Julie Catalano and Cheryl Chisnell
 8. Imani Social Studies – Quincy Roberts and Matthew Johnson
 9. Evolution English – Alicia Holloway and Shari Franklyn
- D. Case Management Meeting observation - Imani

Special Note: With gratitude I acknowledge the efforts of the staffs of Grace Lopes' office, Special Arbiter for Jerry M. et al. v. District of Columbia, et al (Jerry M.) and the Academy for their efforts in providing documents and information, answering questions, and addressing all of the logistical needs. These efforts allowed all aspects of the evaluation to be completed in an efficient and effective manner.

ASSESSMENT OF PROGRESS ON SUBSECTIONS OF GOAL FOUR

Goal four of the work plan states that the OHYC and YSC educational programs shall meet the basic requirements for a free and appropriate education.

I. Subsection 2b

The DCPS standards-based curriculum shall serve as a guide for the OHYC school curriculum in all core areas such as English or language arts, social studies, mathematics, and science.

A. Document Review

The Academy developed a curriculum for all core subject areas including English or language arts, social studies, mathematics and science. The curriculum is thematic based. The thematic units of study – Relationships, Systems, Power, Change, Justice, Choice, Ethics and Dreams – and corresponding lesson plans relate to issues significant to the New Beginnings population. Each unit of study

is designed for twenty-two to twenty-four days of instruction. The curriculum maps identify: content/subject, standards, skills/skill set, key concepts, prerequisites, resources and assessments.

Findings:

1. Reviewing each core subject curriculum, including a comparison with District of Columbia Public School (DCPS) standards, the Academy curriculum is aligned with multiple standards from multiple subject areas, i.e. social studies includes standards from World History and Geography, U.S. History and Geography, US Government and DC Government.
2. In keeping with best practice in confinement education, authors of the curriculum identify “power standards” and grade level expectations and objectives to drive instruction. Power standards reflect critical knowledge, skills, and abilities for instruction in short-term instructional units.

B. Classroom Observation

More important than having a curriculum document to drive instruction is the ability of the teaching staff to implement the contents of the curriculum in classroom environments. To that extent, one purpose in conducting classroom observations includes determining the connection between the curriculum document and instruction. On the dates of classroom observations, all classroom instruction was part of the “Power” thematic unit. Observations were limited to the core subject areas, therefore not including Art, Advocacy, Construction, Kitchen or the Barn. Appendix A details the results of the comparison between the curriculum document and classroom activities.

Findings:

1. In five of the nine classes (56%) observed, the teachers used the curriculum to drive instruction.
2. Two out of nine classes (22%) that did not follow the curriculum were science classes. They deviated from the curriculum in honor of a specific science related national awareness day. This is a time-limited acceptable deviation from the curriculum.
3. Two out of nine classes (22%) that did not follow the curriculum were English classes preparing for and giving a test on Othello. Othello is not the literary work identified for instruction as part of the Power Unit submitted for review. This is not considered a significant deviation from the curriculum, but simply using a different tool to achieve the same learning objectives.

Evaluation Response:

Based on the documents review and classroom observations, the curriculum submitted by the Academy meets the requirements of Goal Four, Subsection 2b of the work plan.

II. Subsection 3a

Individualized plans for each student's educational services, goals, and objectives, including vocational classes or programs as appropriate, shall be developed for all general education and special education students within 45 days following each student's admission to OHYC. For special education students who enter OHYC with an existing individual education plan *IEP), this standard may be met by reviewing the scholar's current IEP and modifying or adapting it, as appropriate for implementation.

There are two issues addressed in this component of the evaluation: time frame and content of the individualized plans for general education and special education students. The Academy staff identifies two documents used to address the requirements outlined in this subsection of Goal Four: Individualized Learning Plan (ILP) and the Individual Education Plan (IEP). Although the work plan clearly stipulates the creation of ILP's for general education scholars and the IEP for special education eligible scholars, the Academy staff completes ILP's for **all** scholars housed in the model units and IEP's only for those scholars housed in the model units who are eligible to receive special education services. Neither ILPs nor IEPs are developed for youth housed in the Awaiting Placement unit. Mr. Domenici has explained that ILPs and IEPs are not developed for the Awaiting Placement youth because they do not remain in the Awaiting Placement unit for 45 days or longer. The educational program for the Awaiting Placement youth is addressed in Section IV of this report.

A. Time frame

Student Advocates create the ILP in partnership with the scholar for all scholars housed in the model units, both regular and special education students, during the first week they are assigned to a model unit. The IEP is generated for scholars found eligible to receive special education services and is required through policy and procedures to be completed within forty-five days of arrival to New Beginnings.

1. Document Review:

I compared the ILP's provided by the Academy with the scholar roster provided on the dates of document replication and the dates of observation to determine if all current scholar's had an ILP and if the ILP was completed within the forty-five day time frame. For those scholars that did not have an ILP, I compared the admission date to determine if the Academy was within the acceptable time frame for developing an ILP.

For scholars eligible for special education services, I used the special education log and the daily roster sheets to compare the admission date with the date on the IEP. At the time of the document review there were twenty-one scholars in the model units eligible to receive special education services.

Appendix B summarizes the results of this data collection.

2. Meetings with key staff:

I met with the Advocates specifically to address the “when” and “how” regarding the development of the ILP’s and with Shari Franklyn, the Director of Special Education to understand the IEP process.

Findings:

1. For youth housed in the model units, the Academy met the criteria for developing ILP’s for all scholars within forty-five days of admission. ILPs are not developed for youth housed in the Awaiting Placement unit and there were no youth housed in the Awaiting Placement unit for forty-five days or longer.
2. For those scholars eligible for special education services on the model units for forty-five days or longer, nineteen out of twenty-one scholars had either an existing IEP or an IEP that was developed by Academy staff. The nineteen documents reflected compliance with the required time frames. IEP’s for two scholars, M.C. and D.G., were not provided. The special education log and the daily roster sheets reflected that these two scholars have been residents of New Beginnings for two hundred (200) and two hundred three (203) days respectively. These figures place the Academy significantly out of compliance with special education legislation and the work plan criteria.
3. According to Shari Franklyn, Director of Special Education, there were four scholars on the Awaiting Placement unit who were eligible for special education services on the document replication date. These scholars did not have an IEP, but their length of stay’s (LOS) were within the forty-five day time frame for developing an IEP.
On the dates of observation, there were also four scholars who were eligible for special education services on the Awaiting Placement unit. Three of the four were different scholars than on the document replication list. Those three were returning scholars and had current IEP’s. One scholar, appearing on both lists, has been in the Awaiting Placement unit for thirty-five days at the date of the observation. Despite documented efforts to request special

education documents from the District of Columbia Public Schools (DCPS), the Academy has not received any response. Without documentation from the previous school placements, the Academy is required to complete an evaluation to determine special education eligibility – a process that typically takes a minimum of thirty days to complete. Given the number of days the youth has already spent in the Awaiting Placement unit, the Academy cannot reach compliance with the forty-five day time frame regarding this scholar.

4. Advocates develop ILP's with scholars within the first week of a scholar's transfer to a model unit.

Recommendations:

The IEP development process established by the Academy of waiting to request records, i.e. transcripts, special education documentation, etc. until a scholar is transferred to a model unit has, and will likely cause in the future, cases of non compliance with Work Plan requirements. Determination of special education eligibility and requests for student records should be initiated immediately upon a scholar's admission to the Awaiting Placement unit.

Likewise, ILP development for scholars who are not eligible for special education services should begin during the time the youth is in the Awaiting Placement unit. This would require the assignment of a Student Advocate to the Awaiting Placement unit. In light of the length of stay data provided by the Office of the Special Arbiter, the ILP document for youth in the Awaiting Placement unit should focus on critical transition information such as: educational and social history, special education eligibility, completion of academic and behavioral assessments, identifying a scholar's strengths and interests and documenting short term educational goals.

A forty-five day criteria for the development of an ILP and an IEP is very generous and exceeds the limits placed by special education legislation. Reduce the criteria to twenty days for general education students and thirty days for special education students.

Evaluation Response:

Based on documents review and staff interviews, the Academy meets the time frame requirement of Goal Four, Subsection 3a as it relates to ILP development for non special education scholars. The one exception that I found appears to be just that, an exception rather than the rule. As it relates to IEP development in a timely manner, the two cases referenced in #2 above represent a deviation so in excess of an acceptable range that I recommend continued monitoring of the special education process for compliance with time frame requirements.

B. Content of Individual Learning Plans and Individual Education Plans

1. Individual Learning Plans (ILP's)

ILP's are documents developed between the scholar and the assigned Student Advocate within the first week that the scholar is transferred to a model unit. ILPs are completed for both special education and non-special education students. The ILP includes the results of assessment information, the student interest survey, and an educational history. According to the Advocates, the ILP is a scholar driven document that outlines academic, career institute (applicable for document review, but discontinued by the date of observations), and behavioral goals for levels 1-3, and 4-6. The ILP provides the framework for the ongoing dialogue between the scholars and their advocates.

a. Document Review

I reviewed thirty-six ILP's, 100% of the documents provided by the Academy for pre-observation review. Total population counts in the facility at the time of the document replication was fifty-three and for the dates of observation it was fifty-one residents. Two of the scholars were released during the time period between the document review and the observation (C.G. and D.T.). Seven scholars, recently transferred to a model unit did not yet have an ILP and eleven scholars were residing on non-model units (Awaiting Placement and medical), and therefore, by policy, do not have ILP's.

b. Meeting with key staff

I met with the Student Advocates to review the purpose, content, and usefulness of the ILP's in the Academy's education program.

Findings:

1. The ILP goals for scholars on levels one through three and levels four through six of the model units have a "cookie cutter" appearance, much more individualized to the particular level as opposed to the specific scholar. For example, several scholars on levels one through three have as goals: earn my next level on time, pass my classes/unit, and earn a school-wide leadership award. Scholars on levels four through six have as goals: pass all classes each term/unit, earn As and Bs in all classes each term, achieve 100% of money option or \$810 dollars in the Career Institute Goals (no longer applicable). The exception for this is the scholars who are engaged in the GED program. In addition to the level specific goals, these scholars also have a GED related goal. At the time of document review, there were ten scholars enrolled in the GED or Pre-GED program.
2. The Advocates and scholars refer to the ILP document three times during the course of the scholar's residency at New Beginnings:

first week of residency on model unit, between levels three and four and upon release. Developing the ILP and completing all of the required information gathering activities is a very time consuming process for perceived value to the scholars, advocates, teachers and the Academy program.

3. As designed and written, the ILP document, specifically the goals section, cannot effectively drive instruction. The goals are too vague - specific to learning skills in general, but not specific to class subjects and instruction. Although it is clear that education and learning is occurring at the Academy, instruction decisions are driven by other entities than the ILP document; entities such as standards, the curriculum, teacher knowledge, and formal and informal teacher assessments.
4. ILP's are not being used as described in the work plan for youth in the model units. The work plan implies that the ILP's are used to drive a teacher's instruction decisions for regular education scholars as the IEP drives instruction decisions for special education students. This is not the case. Student Advocates use this document, but only sparingly. Teachers do not refer to the ILP for any curriculum or instruction decisions. One teacher did not know what the ILP was.
5. Even though the Academy's education staff do not use ILPs to determine instruction, they do incorporate other factors in their decision making process that allow them to individualize instruction for scholars in the model units. As described below, for scholars on the model units eligible for special education services, the scholar's IEP drives instruction. For scholars not eligible for special education services, these factors include a standards- based curriculum, creation of a powerful learning environment, access to human and material resources, assessment data, structured class periods, small class sizes and meaningful relationships with youth. In combination, these factors serve as a more than adequate substitute for the ILP document as it relates to individualizing education. There continues to be a need to develop individualized learning plans for the youth on the Awaiting Placement unit.

Recommendations:

For special education students and teachers, the IEP serves multiple functions. The IEP directs instruction and services, but also serves as a "road map" for students and parents by setting goals and objectives and measuring progress. The ILP at the Academy should provide some of these same functions for general education students. Although not used to determine instructional strategies for the classroom (see point 5 above), it is still an

important document, a critical road map, for scholars, parents and staff. The ILP provides direction for an oft-times derailed educational process. Having a learning plan for all scholars is the only way to truly ensure individualized education. Therefore, despite the fact that it is not being used the way it was originally designed in the work plan, it is still a valuable tool that should be redesigned so that it can be used more effectively by scholars, advocates and staff. Examples of redesign efforts include:

- For scholars housed in model units, the Academy should complete ILP's only for general education students and IEP's only for special education students.
- Engage teachers in the redesign and development of the ILP.
- Improve the quality of the ILP's by:
 - Writing academic, career institute and behavioral goals that are measurable and realistic.
 - Identifying services and supports needed by general education scholars.
 - Assessing and documenting goals as achieved only if they are truly achieved.
 - Avoiding the appearance of "cutting and pasting" and cookie cutter goals that do not appear to be tailored to individual needs.
 - Writing specific, class/unit related academic goals building on scholar's baseline skill level.
 - Connecting assessment data with skill level to write goals.
 - Encouraging scholars to document success toward goals during frequent meetings with the Student Advocate.

2. Individual Education Plans (IEPs)

IEP's are documents developed by a multidisciplinary team of professionals, parents and students on behalf of students who are eligible for special education services. The specific disability determines the make-up of the multidisciplinary team. For example, to determine eligibility under an "Otherwise health impaired (OHI)" designation typically requires the involvement of medical personnel. IEP's include verification of the scholar's disability, type and level of services required to address the scholar's disability, present levels of educational performance, goals and objectives specific to the scholar's deficit areas, and transition planning. IEP's are mandated by federal legislation to drive teacher decisions regarding content and instructional strategies used in the classroom for special education students and to identify required ancillary and support services required for that individual to be successful in the general education curriculum.

Schools in confinement facilities, providing services for special education students, are required by federal law to implement the existing IEP (completed by the previous school setting) when possible and to develop a new IEP following a period of observation and assessment of the student's abilities and deficits. In

order to meet the individual needs of special education learners, education programs must be able to provide a continuum of special education services, including teacher consultant services, resource services, inclusion services and self-contained services. It goes against the tenets of special education to “fit” a student into a program or service delivery because that is the only program/service delivery that the school offers. The Academy is, at the very least, responsible for having enough flexibility in its program design to meet whatever levels of service are required by the youth receiving special education services.

a. Document Review

At the time of document replication there were twenty-seven scholars attending the Academy who were eligible for special education services. Four of the twenty-seven were on the Awaiting Placement unit. I reviewed nineteen IEP’s, 100% of the documents provided by the Academy for review. Two scholars (C.G. and D.T.), both eligible for special education services had been released between the time of document review and observation. Two scholars (M.C. and D.G.) did not have IEP’s.

In addition, I reviewed the document entitled “Maya Angelou Academy at New Beginnings: Special Education Service Delivery Model and Underlying Philosophy.”

b. Staff Interview

I interviewed Ms. Franklin, the Director of Special Education Services, who provided clarification regarding the Academy’s special education process.

c. Observation

At the time of the observation, there were twenty-two (22) scholars eligible for special education services in the model units. As I observed in classrooms, I compared the instruction the scholar received with specific scholar’s goals and objectives as outlined in their IEP’s.

Findings:

1. Five of the twenty-two special education eligible students did not have an IEP provided for review. Of these five, two were overdue for their annual IEP as well as significantly past the forty-five day criteria. Three scholars that did not have an IEP were still within the forty-five day criteria in the Awaiting Placement unit.
2. There were five residents in the Awaiting Placement unit eligible for special education services that did not have IEP’s but also were within the forty-five day criteria. One resident was getting significantly close to the deadline at thirty-five days, with, as reported by Ms. Franklyn, no progress being made.

3. General findings regarding the delivery of special education services at the Academy:
- a.) IEP's are very well written. The documents are complete, goals are measurable and specific to the scholar's deficit areas and disability, and the transition plan provides a reasonable framework to connect scholars to services in the community upon release.
 - b.) The continuum of services available for current scholars eligible for special education services seems appropriate for the degree of disabilities exhibited. In the review of these IEP's I did not find evidence that a youth came from a more restrictive environment and could not succeed in an inclusion environment at the Academy. When necessary, the Academy will need to demonstrate flexibility in programming by providing self-contained services if the degree of disability requires it.
 - c.) The Academy special education staff, under the direction of Special Education Director Shari Franklyn, has developed a process for insuring compliance with special education mandates. Successful implementation of this process includes:
 - 1.) Implementing Child Find Activities.
 - 2.) Monitoring and adherence to required timelines, i.e. requesting records for scholars transferred to a model unit in a timely manner, scheduling evaluations, etc.
 - 3.) Completion of required tasks and file reviews,
 - 4.) Development of IEP's.
 - 5.) Monitoring achievement of a scholar's goals and objectives through a "Daily Student Progress Toward IEP Goals" report completed by the general education teacher or the special education teacher in each classroom.
 - 6.) Development of transition goals.
 - d.) Also of note is the extremely high percentage of parents/legal guardians involved in the process. This is atypical of special education in confinement settings, but in total alignment with the tenets of special education.

Recommendation:

Routinely review the timelines and files for all special education eligible scholars to ensure compliance with timelines and quality of IEPs for all scholars.

Evaluation Response:

Using a literal interpretation, the Academy does not meet the criteria outlined in Subsection 3A of the work plan, which requires that the content of ILPs and IEPs for **all** scholars be used in the classroom to drive instruction. However, based

primarily on curriculum and ILP/IEP reviews, staff interviews, and classroom observations the Academy does meet the intent of Subsection 3A of the Work Plan for individualized education for the scholars assigned to model units. Given that the work plan does not distinguish between scholars placed in model units and scholars placed in the Awaiting Placement unit, the lack of individualized education continues to be problematic for the residents on the Awaiting Placement unit. Based on the data provided by the Office of the Special Arbiter, the number of scholars affected (80% of youth admitted to New Beginnings in December 2009) is significant.

III. Subsection 4a

Each general education and special education student shall receive the educational services and supports prescribed in his/her individualized plan. Review to determine whether students receive the educational services and supports prescribed in their individualized plans.

Inherent in the intent of the work plan, both the ILP and IEP documents were identified as tools to direct instruction. As noted in Section IIB1b Findings numbers three and four on page ten of this report, the contents of the scholars' ILP's are not used by teachers to make curriculum and instructional strategy decisions in the classroom. Neither does the ILP identify services or supports that the scholar may require to be successful. This is true for the ILPs of both general and special education scholars on the model units. As reflected earlier in this report, an adequate substitute for the work plan requirement in determining instructional strategies for general education scholars exists. This substitute, however, does not cover identification of services and supports that may be needed and should be addressed in the redesign of the ILP.

Due to the lack of specificity in the ILPs for general education students, I was unable to examine the connection between the goals in the ILPs and the instructional decisions made by teachers in the classrooms. As previously stated, I do, however, feel that other factors in the Academy educational program exist that creates a quality education program for general education students. Therefore, the scope of the evaluation for this subsection was limited to review of the connection between IEP documents and instruction and services delivered for scholars receiving special education services.

A. Document Review

I reviewed nineteen IEP's provided by the Academy for the pre-observation review. As stated earlier this number represents 100% of the documents provided, but 90% of the total IEP's that should have been provided.

B. Classroom Observations

I randomly chose ten scholars eligible for special education services and determined the extent to which the scholars were receiving the instruction and

educational services and supports identified in their IEP's. Appendix C details the results of this review.

Findings:

1. For eight out of ten scholars there was an observable connection between assessment data, instructional strategies and accommodations used in the classroom. This was accomplished through the use Special Education "push in" service providers (special education teachers and Leadership Corp) who worked in the general education classrooms with the special education scholars and provided feedback to the general and special education teachers.
2. For scholars eligible for special education services receiving services in the general education program of the Academy, the goals corresponded to the scholar's academic levels and were relevant to the curriculum. The cases where a discrepancy exists are those scholars placed in the GED or Pre-GED program, with goals (usually in the ILP) to pass the GED test with reading levels far below the accepted level to pass the test. Examples of these scholars include: A. G., T. G., M. L., P. L., R. T., and V. W. This practice appears to be deceptive to scholars, giving them a false hope that they have the skills to successfully earn their GED.

Evaluation Response:

Based on documents review and classroom observations, the Academy meets the criteria for Subsection 4A as it pertains to the special education students and the use of the IEP to drive instruction and service delivery. As discussed in the previous section, the Academy does not meet the criteria of Subsection 4A regarding the use of the ILP or a similar learning plan to drive instruction for the general education scholars in the model units or for youth in the Awaiting Placement unit. Although my preference would be to redesign the ILP so that it has educational relevance in the classroom, the Academy has established and effectively used other methods for ensuring individualized instruction. I do believe that the combination of the methods identified earlier in this report enable general education scholars to receive a quality, individualized instruction while attending the Academy, and thus, the methods serve as a viable alternative to the ILP in achieving the intent of the Work Plan document.

IV. Education on the Awaiting Placement unit:

As contemplated by the work plan, I applied these same standards for the delivery of educational services for youth housed on the Awaiting Placement unit

(APU). As noted previously in this report, youth on the APU are short-term residents waiting to be transferred to a model unit within New Beginnings or, an alternative residential or community placement. ILPs and IEPs are not developed for these youth unless they are transferred to a model unit. According to December 2009 data, less than ten percent of these youth are transferred to a model unit and over eighty percent are transferred out of the facility within two weeks.

Findings:

1. Youth on the APU sporadically attend school. Neither the Academy staff nor the New Beginnings staff has accurate documentation regarding when APU youth attend school, when they do not, and for what reasons they do not attend.
2. There is “group think” and “group response” regarding the population on APU. They all go to school or no one goes to school, regardless of the number of youth responsible for an incident.
3. The tenets of the Academy and the Missouri Model are not applied to the youth of the APU unit – there are not the same levels of program commitment and supports, support and advocacy from staff, behavior expectations, reward systems in place to monitor and control behaviors.
4. Youth on the APU do not get assigned a Student Advocate. Without the Student Advocate, no one is requesting educational records, completing the student interest survey or Woodcock Johnson assessment instrument or developing an ILP. There is no attention given to individualized education.
5. Youth who are eligible for special education services do not receive services while on the APU. This includes implementing an existing IEP or developing a new IEP.
6. When the youth on the APU do come to school, they are frequently plugged into the same thematic curriculum that was designed for nineteen to twenty-two days of instructional program. According to Principal Domenici, some of the teachers in some of the subject areas provide a hybrid method – instruction based on the curriculum and a basic skills-based approach.

Recommendations:

Assign a Student Advocate to the APU to initiate both the general education assessment process (development of an ILP) and the request for records for those scholars eligible for special education services (initiating the IEP process). If the scholar is transferred to a model unit, the information can be

transferred with the scholar. If the scholar is placed in a program outside of New Beginnings, the information should also transfer with the scholar, to expedite the education process in the next placement.

Create an initial ILP for use in the APU. This ILP should focus attention to the educational and social history of the youth, results of academic and behavioral assessments, eligibility for special education services, and youth's strengths and interests.

Re-design the curriculum to address a student population whose average length of stay is less than two weeks, focusing on the behavior skills required for the scholar to be successful in the next placement (*e.g., following staff directions*).

Re-design the behavior management program to address a student population whose average length of stay is less than two weeks, focusing on the achievement of short-term goals and the stabilization of classroom behavior expectations (*e.g., rewarding scholars for appropriate behavior and responding to negative behavior with immediate, appropriate consequences*).

Set behavior expectations for the classroom at the beginning of every class hour.

Assign one general education, one special education and one Leadership Corp staff to staff the APU educational program. Use the other staff, especially the art and careers classes as rewards for appropriate behavior.

Apply the principles that have worked in the Academy program (and noted in the opening remarks) to this population of youth as well.

SUMMARY

The Maya Angelou Academy at the New Beginnings Youth Development Center is one of the best education programs in a confinement facility I have had the opportunity to observe. Scholars in the model units are receiving an excellent education. The strength of the leadership and the staff, the people and material resources available to them, and the processes and program design all contribute to the overall effectiveness of the program.

Supported by the intent of the work plan, individualized education is an important goal of the Academy program. Programmatic supports of individualized education are in place and meet this intent. There is still a role, however, for the ILP. The ILP is a valuable student centered document that provides youth with the road map to their educational success. In addition to being beneficial for scholars, enhancing the use of the ILP would allow the Academy to reach compliance with both the letter and the intent of the work plan.

Appendices

Appendix A: Classroom Observations, December 1-3, 2009

Class	Activity observed	Standards	Curriculum-based
Math – Catalano (Spec. Ed) and Chisnell (Math)	Using Interactive Explorer on the Smart Board to review perimeter and area of various polygons APPEX – computer based instruction – one student who already has geometry math credits	G.G.1 G.G.2 G.G.22	Yes
Science – Archibald (Science), Bowen (no certification) and Clark (Leadership Corp.)	Using pre-test, lecture, power point, note-taking guide, and quilt activity to provide information on World Aids Day	None applicable	No
English – Cox (English and Spec. Ed.), L. Franklin (English) and A. McKenna (Spec. Ed. and Soc. St.)	Using journaling, and Smart Board clickers to review and prepare for unit test on Othello. Sustained Silent Reading (SSR)	None applicable	No
Science – Bowen (no certification) and Clark (Leadership Corp.)	Using pre-test, lecture, power point, note-taking guide and discussion to provide information on World Aids Day Awaiting Placement Unit	None Applicable	No
Social Studies – Chiariello (Soc. St.) and Bartolomeo (Leadership Corp.)	Using games on the Smart Board, study guide, vocabulary lists, graphic organizers to review and prepare for unit test All scholars preparing in own preferred way	7.9.6 7.8.3 7.8.4 9.5.2	Yes

Class	Activity observed	Standards	Curriculum-based
Science – Bowen (no certification) and Clark (Leadership Corp.)	Using Jeopardy game on Smart Board to review and prepare for unit test Trying to get all scholars to use higher order thinking skills – analysis and synthesis	B.3. (Can't read final number due to hole punch) B.3.4 B.3.5 B.6.4	Yes
Math – Catalano (Spec. Ed.) and Chisnell (Math)	Using dictionary activities to review vocabulary for unit test	Key Concepts Vocabulary	Yes
Social Studies – Roberts (Certification in progress – Soc. St. and Spec. Ed.) and Johnson (Leadership Corp.)	Test on Power Unit Accommodations available to students: review time before test, different level of tests, extra time, word lists, open note, 1:1 tutoring	7.9.6 7.8.3 7.8.4 9.5.2	Yes
English – Holloway (English) and Fenwick (Leadership Corp.)	Test on Othello Accommodations available to students: students taking test outside of classroom with S. Franklin (Spec. Ed. Coordinator), review prior to test, extra time Sustained Silent Reading Video of Othello	None applicable	No

Appendix B: Time frame Criteria for ILP development

Model Unit	Review Date	ILP within 45 days	No ILP, but within 45 days	No ILP, outside of the 45 days
Evolution	Document Duplication Date	7 out of 10 scholars	3 out of 10 scholars	0 out of 10 scholars
	Observation Date	9 out of 10 scholars	1 out of 10 scholars	0 out of 10 scholars
Genesis	Document Duplication Date	7 out of 8 scholars	1 out of 8 scholars	0 out of 8 scholars
	Observation Date	7 out of 10 scholars	3 out of 10 scholars	0 out of 10 scholars
Imani	Document Duplication Date	8 out of 9 scholars	1 out of 9 scholars	0 out of 9 scholars
	Observation Date	10 out of 10 scholars	0 out of 10 scholars	0 out of 10 scholars
New Horizons	Document Duplication Date	8 out of 9 scholars	1 out of 9 scholars	0 out of 9 scholars
	Observation Date	7 out of 10 scholars	3 out of 10 scholars	0 out of 10 scholars
Reflections	Document Duplication Date	6 out of 7 scholars	1 out of 7 scholars	0 out of 7 scholars
	Observation Date – Housed the Awaiting Placement Youth	0 out of 9 scholars	9 out of 9 scholars	0 out of 9 scholars
Unity	Document Duplication Date – housed Awaiting Placement Youth	0 out of 10 scholars	10 out of 10 scholars	0 out of 10 scholars
	Observation Date – unit was closed for renovations.	0 out of 0 scholars		

Model Unit	Review Date	ILP within 45 days	No ILP, but within 45 days	No ILP, outside of the 45 days
Medical Unit	Document Duplication Date	0 out of 0 scholars	0 out of 0 scholars	0 out of 0 scholars
	Observation Date	0 out of 2 scholars	2 out of 2 scholars	0 out of 0 scholars

Appendix C: Using classroom observation and Q&A to determine connection between goals, services, supports and accommodations in IEP and in Academy for ten randomly chosen scholars

Scholar	Goals/Obj.	Services/Supports	Accommodations	Compliance
1. T.T.	Math: apply properties of sides, diagonals in special polygons	Behavior Support Services provided by facility mental health staff	Classroom: Peer tutoring Praise for effort Extended time	Yes
2. T.G.	Scholar was in Adult Basic Education	Behavior Support Services provided by facility mental health staff	Classroom: Not observed	Unable to determine
3. E.W.	Social Studies: behavior goal to identify triggers that lead to frustration and verbalize negative emotions by seeking out staff	Behavior Support Services provided by facility mental health staff	Behavior: Remove self from class to regroup Classroom: 1:1 tutoring Graphic Organizers	Yes
4. K.B.	Social Studies: reading goal to increase decoding skills	Behavior Support Services provided by facility mental health staff	Classroom: Small group work Display examples/model Written and verbal instruction 1:1 tutoring	Yes
5. P.L.	Science: reading goal – use a variety of strategies – rereading, cross checking, predicting, confirming, self-correcting; identify the main idea, supporting details, facts and key events in non-fiction	Speech and Language provided by contracted provider Behavior Support Services provided by facility mental health staff	Classroom: Small group work Assignment broken into segments Praise for effort Define appropriate behavior Extended time Repetition of directions	Yes
6. D.T.	English: Identify	Speech and	Classroom:	Yes

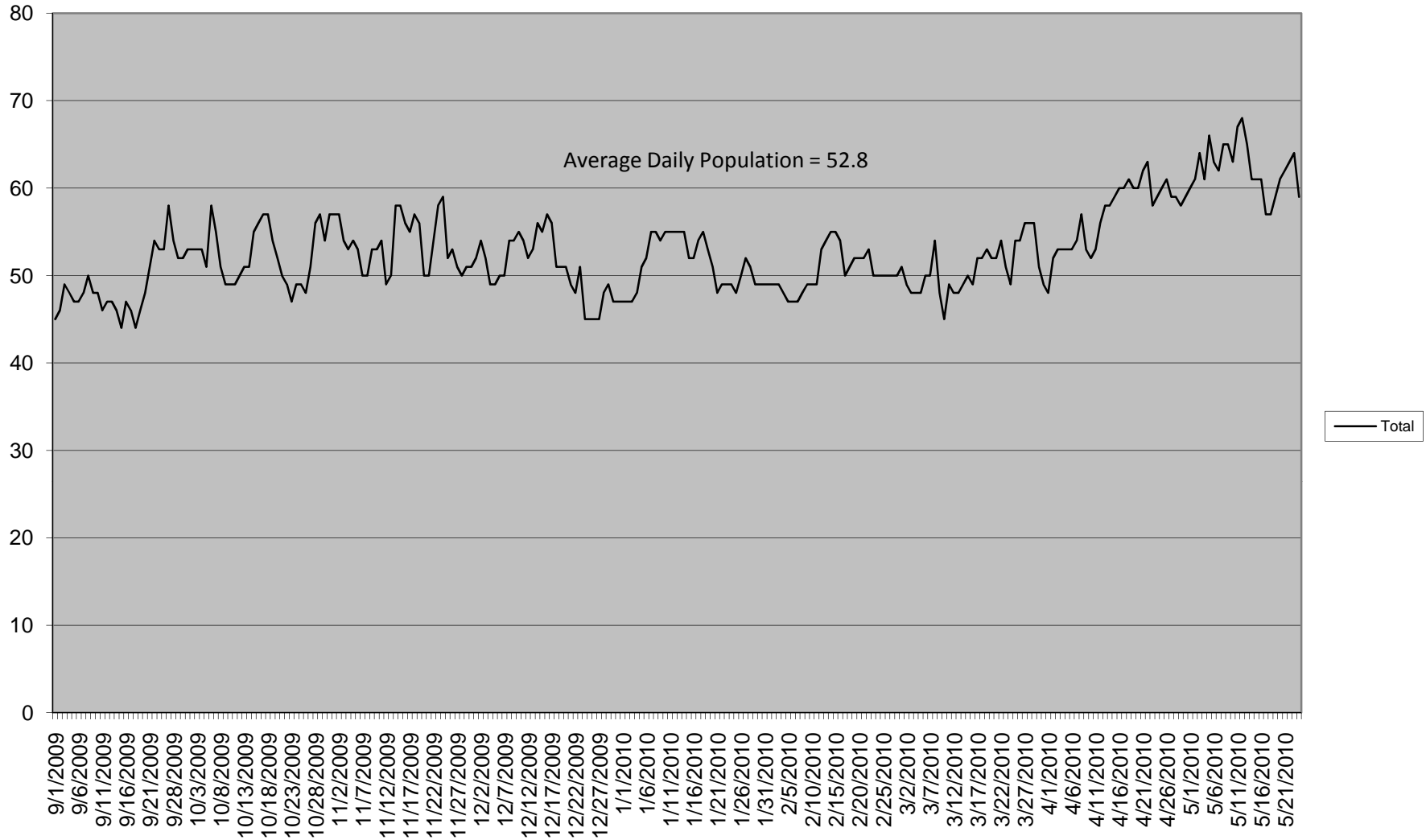
Scholar	Goals/Obj.	Services/Supports	Accommodations	Compliance
	and analyze the author's stated purpose, main idea, supporting ideas and supporting evidence	Language provided by contracted provider Behavior Support Services provided by facility mental health staff	Peer tutoring Extended time Graphic Organizer	
7. Q.B.	English: Analyze the main or controlling idea, compare/contrast original text to summary for accuracy – main idea, inclusion of critical detail	Behavior Support Services provided by facility mental health staff	Classroom: Peer tutoring Extended time Praise for effort Graphic Organizers Visuals	Yes
8. D.B.	Social Studies: reading goals – read texts out loud and distinguish between fact and fiction; determine the meaning of multiple meaning words by using context Writing goal: write in various forms – answer questions	Speech and Language provided by contracted provider Behavior Support Services provided by facility mental health staff	Classroom: Small group work Assignment broken into segments Oral response to tests Praise for effort Define appropriate behavior Breaks between subtests	Yes
9. M. G.	Science: reading goal – distinguish fact from opinion; monitor text for unknown words or words with multiple meaning – use word, sentence, paragraph clues to determine meaning	Behavior Support Services provided by facility mental health staff	Classroom: No accommodations observed	Partial

Scholar	Goals/Obj.	Services/Supports	Accommodations	Compliance
10. J.H.	Math: no geometry goals English: draw logical conclusions from reading selection, locate main idea in reading selection, use context clues to find meaning of words	Speech and Language provided by contracted provider Behavior Support Services provided by facility mental health staff	Classroom: Removed from class to take tests 1:1 with special education teacher	Yes

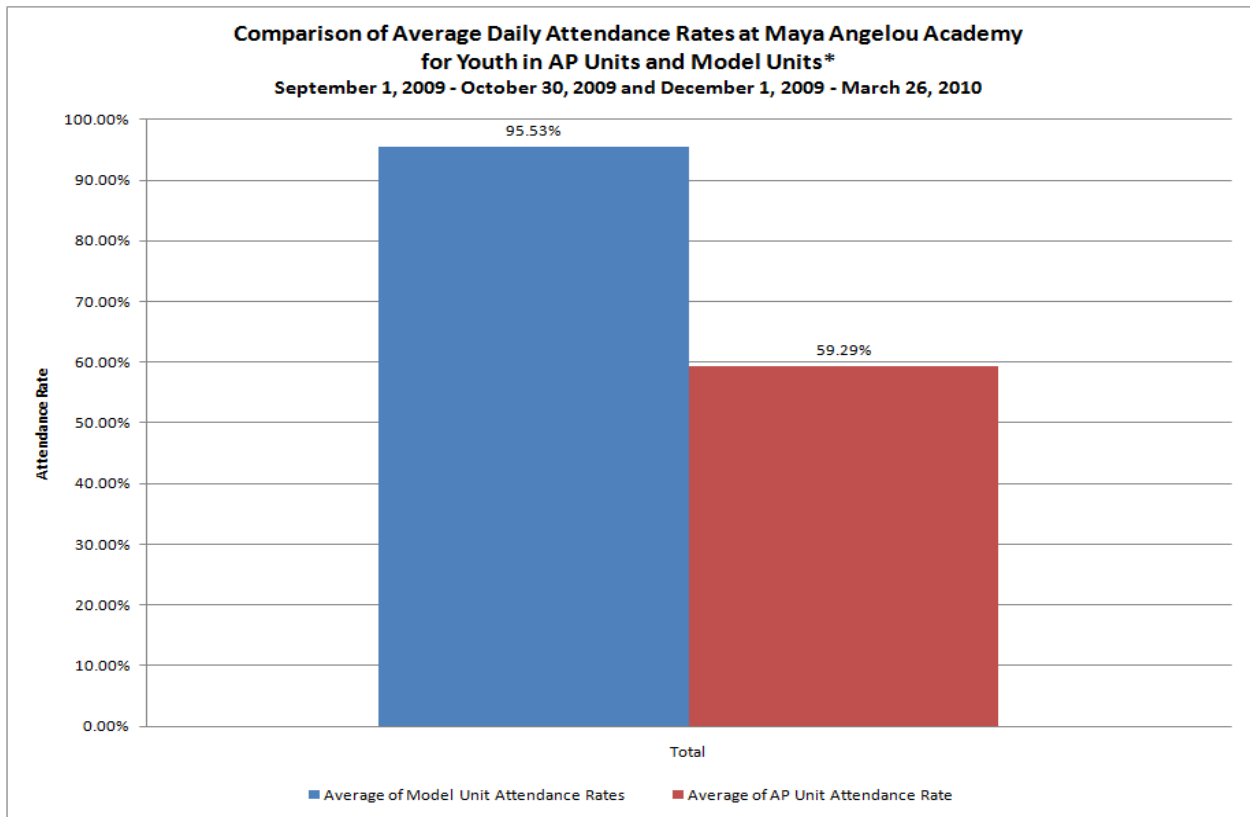
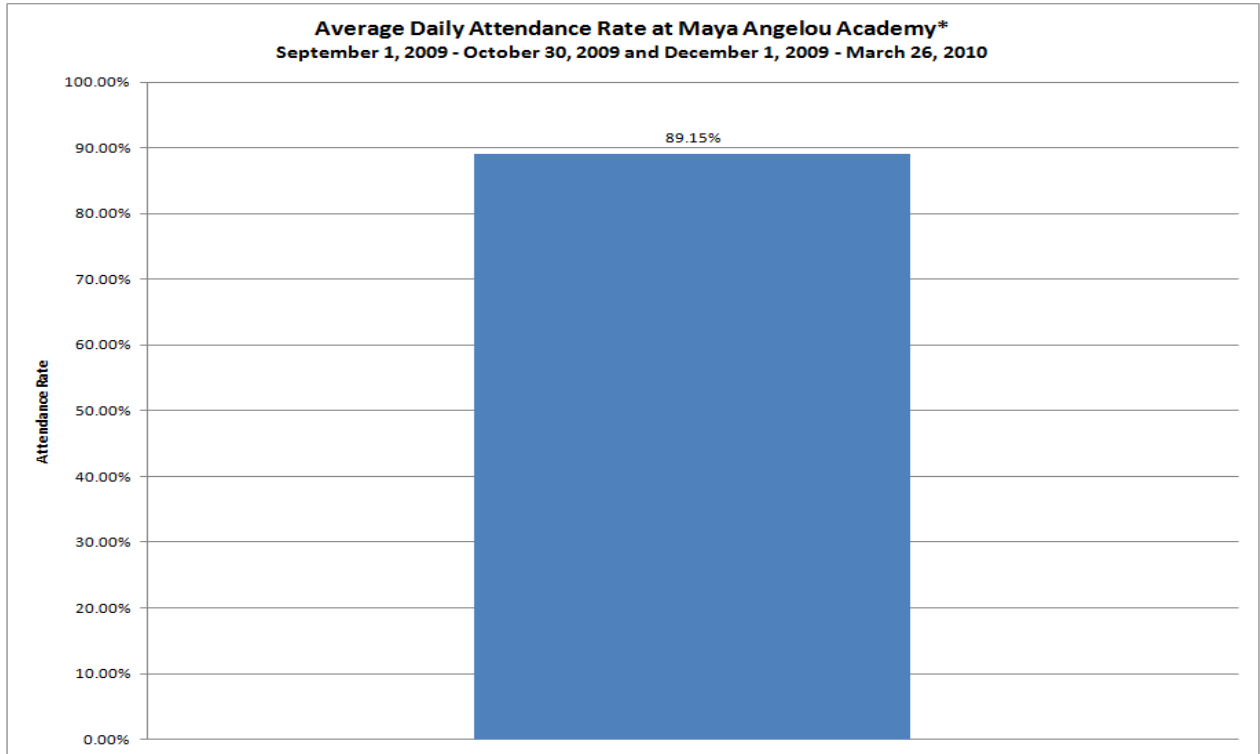
Ex. 7

Total New Beginnings Population September 1, 2009 - May 24, 2010

(Prepared by the Office of the Special Arbiter based on DYRS data)

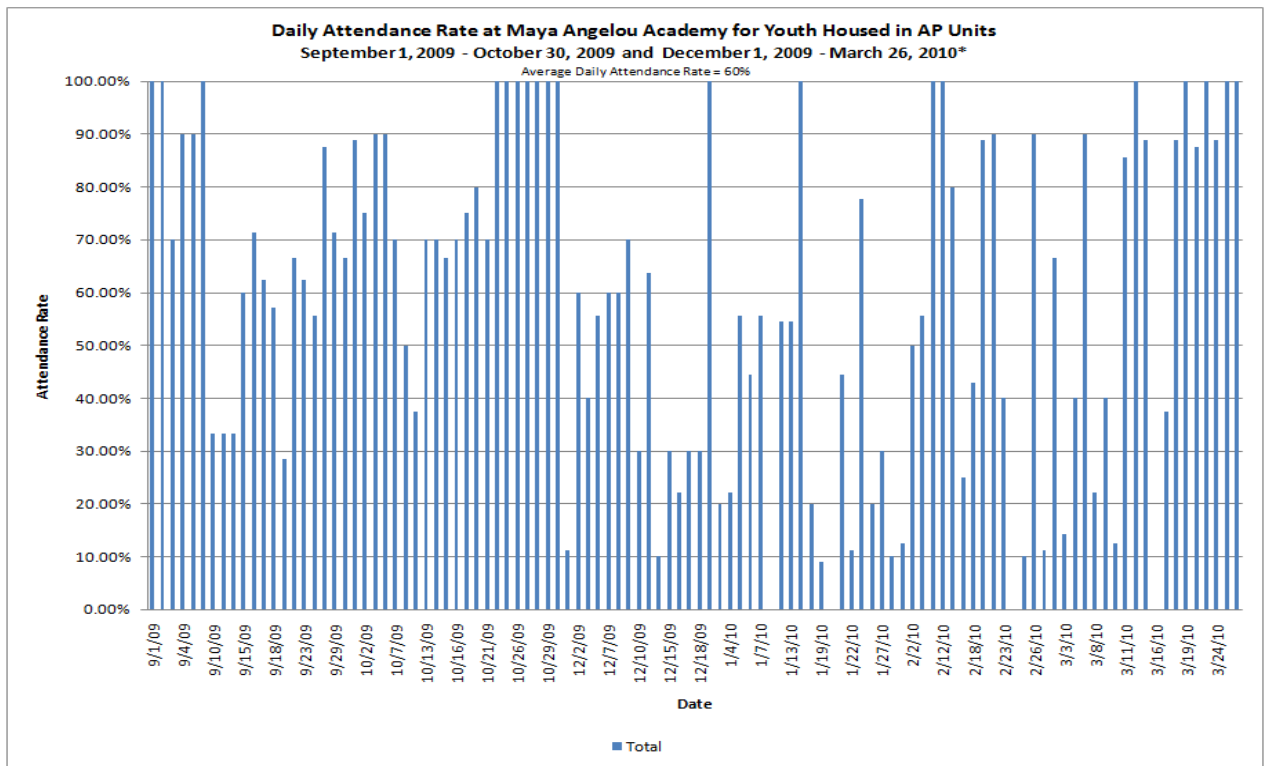
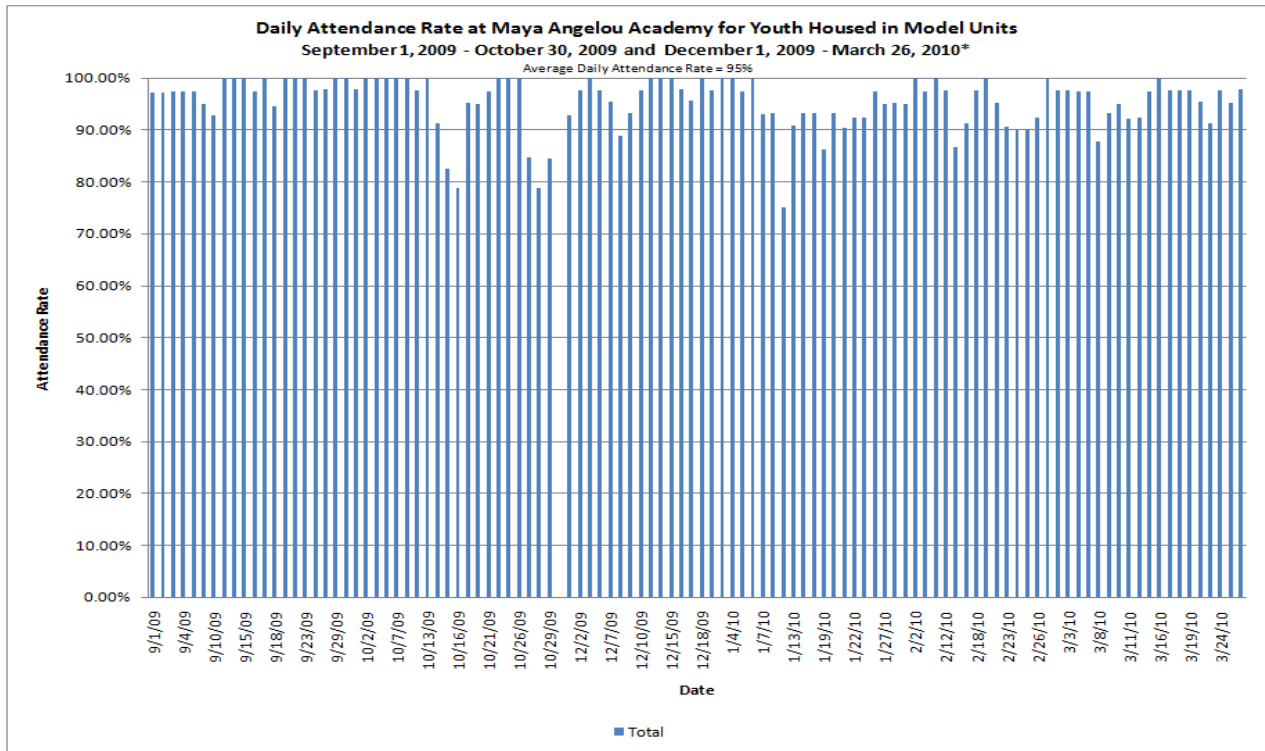


Ex. 8



* Prepared by the Office of the Special Arbiter based on attendance data provided by Maya Angelou Academy and population data provided by DYRS.

Ex. 9



* Prepared by the Office of the Special Arbitrator based on attendance data provided by Maya Angelou Academy and population data provided by DYRS.

Ex. 10

Attendance Calculations at Maya Angelou Academy

November 2009—prepared for Jerry M Review

We calculate daily attendance based on first period attendance records. All teachers are encouraged to take attendance each period. And period attendance is necessary, clearly, for teachers to record accurately daily participation, give students credits for assignments, etc. And all teachers have attendance records in their classroom powerschool gradebooks—where they record grades.

But for our official school records, we use attendance first period. Each day we receive a listing from DYRS of new admissions, releases, and students with court-appointments (or other excused, mandated reasons to be out of school). This information is shared with all staff in our daily morning memo.

Our registrar updates our student information system software based on this information in real-time—either before the school day, or during the day (it can't always be done accurately before first period).

First period teachers are expected to take attendance in real-time. And either the registrar or the school principal checks attendance by mid-day to support teachers taking and recording first period attendance accurately and in a timely fashion. In situations where rosters are off, or there is disagreement about whether a student was or was not present, the registrar attempts to resolve the problem by getting correct facts or asking the Principal or Dean of students for advice. The areas that sometimes arise primarily center around Awaiting Placement students. Sometimes the Awaiting Placement unit (Unity) roster is off by a student, or an Awaiting Placement student may be listed in Unity but be traveling with a Model Unit for a day, or have been moved to a Model Unit in the morning after YES was updated. Similarly, there may be a student who is listed as having off-grounds appointment who does not travel for some reason. These sorts of situations typically only include 1-2 students, and we do our best to resolve them accurately by communicating with teachers and DYRS unit staff.

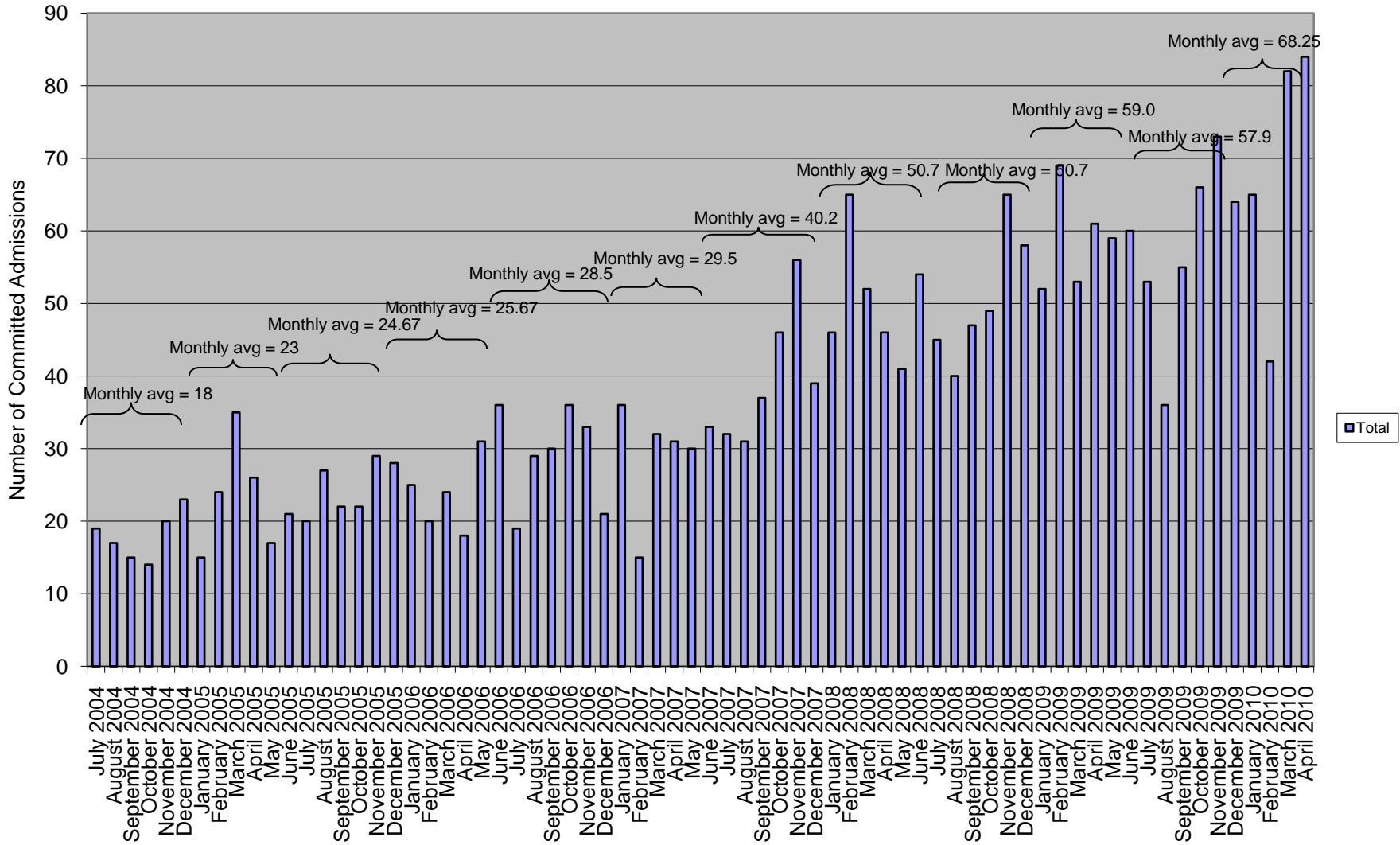
Included in this Tab are our attendance reports for the last two months. Our attendance back-up binders are available for review, or copying. The binders include YES reports, power-school printouts, as well as our registrars hand-written notes and calculations. An immense amount of time is spent trying to get accurate attendance daily, particularly for the Awaiting Placement youth. A review of our monthly reports over the last year also shows how we have attempted to modify how we account for students to help us develop more accurate daily accounting of students. All of this information is available at any time.

Ex. 11

Committed Admissions to Oak Hill Youth Center and New Beginnings Youth Center, by Month

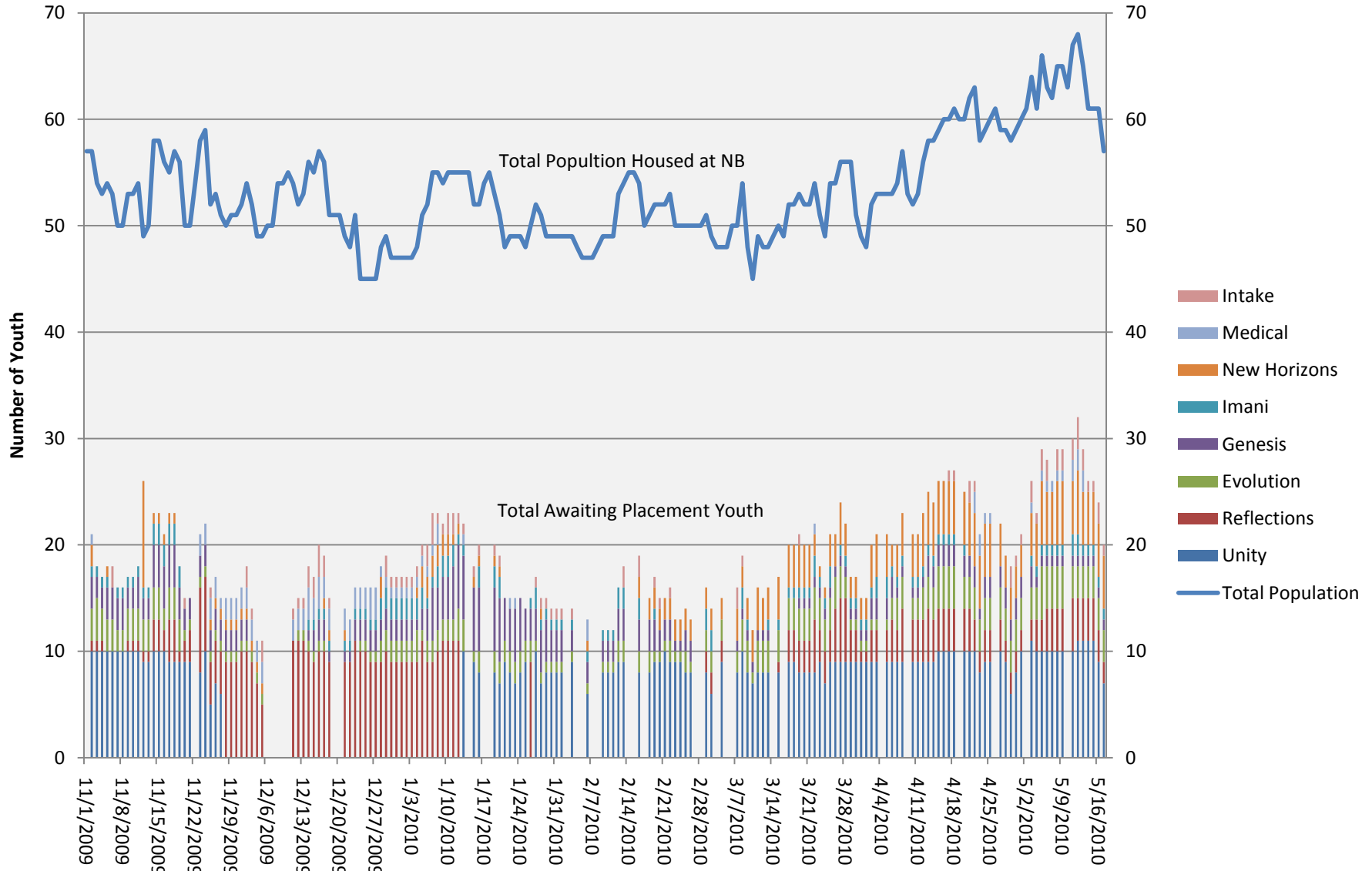
July 2004 - April 2010

(Prepared by the Office of the Special Arbiter based on DYRS data)



Ex. 12

Awaiting Placement Youth Housed at New Beginnings, by Day and Housing Unit Assignment
November 1, 2009 - May 17, 2010*
 [Prepared by the Office of the Special Arbiter Based on DYRS Data**]

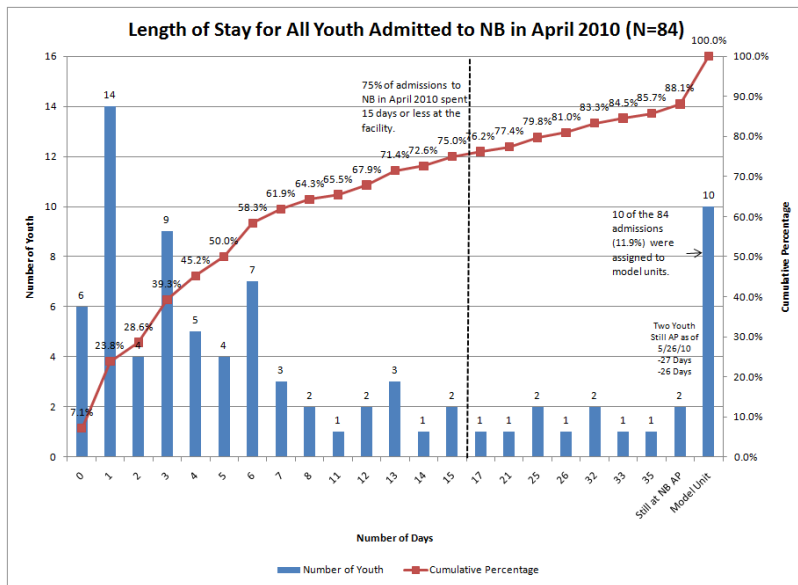
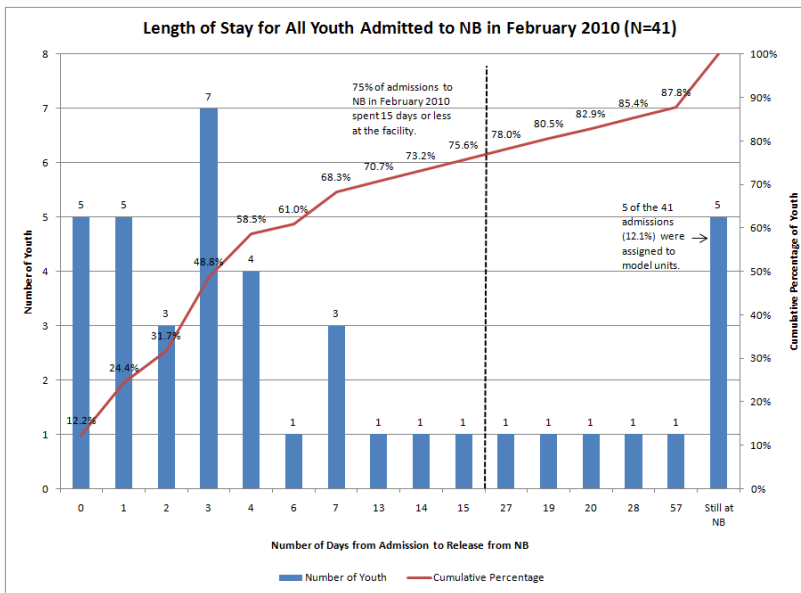
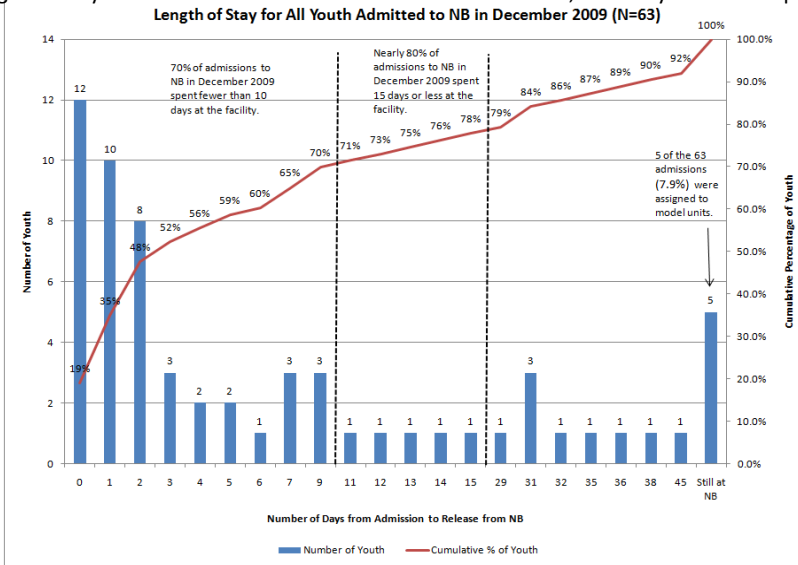


* Dates without corresponding data reflect dates for which data was not available.

** This chart is based on data contained in a daily report generated from YES titled, "Program Roster, New Beginnings Youth Development Center."

Ex. 13

Length of Stay for All Youth Admitted to NB in December 2009, February 2010 and April 2010.



Ex. 14

Individualization and ILPs at Maya Angelou Academy

Education at Maya Angelou Academy is quite individualized, within a school program where students primarily travel with their programming unit. Individualization is 'driven' at Maya Angelou Academy by our Student Advocates, but is done throughout the school, by a range of staff, including teachers, support staff and others. The outline below provides an overview of the individualization that occurs at the school.

Welcome, Orientation, Start-Up

Within a student's first week on a model unit, the school staff begins to get to know each scholar and develop an individualized approach to teaching and learning with him. This takes place both within the classroom with each teacher, and through a series of meetings and discussions with key school staff, supported by Student Advocates.

Intake/Welcome Center

All model unit scholars spend time meeting with Samantha Simpure, a behavior specialist, who over about one-half day works with students to help orientate them to the school culture, and garner some baseline assessment data. Copies of the documents she uses to guide the welcome/intake process are included in Tab B.

- Overview of school and expectations
 - o Welcome to Maya Angelou Academy
 - o Know Your Credits, RISE Time, etc.
- Writing Prompt/informal writing assessment
- Past school history/performance (Where Have You Been?)

In addition all students who have entered Maya Angelou Academy since September 2009 are assessed in English and Math using the Woodcock Johnson. (Prior, we used a different entry assessment, Let's Go Learn). Summary results of the Woodcock Johnson are saved and shared with all staff. A sample summary report is included at Tab B.

Introduction with Advocates

We have an Advocate who is assigned to each model unit. The Advocates play a leading role in developing and supporting each scholars program at the Academy and during his transition back to the community. During scholars' first days and weeks at school, the Advocates' primary role is to support the students' adjustment to school. The Advocate also serves as the school's primary liaison to the unit. Advocates attend all level meetings, and work to coordinate communication and service delivery between the school and the unit. As students progress through the level system, Advocates begin to focus on transition with students, and take a leading role in helping to locate an appropriate educational and/or job placement for students once they advance to the community.

During a scholar's first week on a Model Unit, he will meet with his Advocate to start the process of working together. At those initial meetings they will complete:

- Intake Survey: This survey helps the Advocate (and school staff) get to know more about the Scholar's background at home and school, and helps school staff to develop baseline feeling for student interests, hopes, and aspirations.
- ILP Goals – Level 1-3: Advocates introduce scholars to the ILP document, work with the Registrar to ensure that basic demographic information is correct and up to date, and help each Scholar set some basic goals for school during their first few months (Level 1 through 3).
- Self-portrait project: Advocates meet with scholars and help each of them develop a 'self-portrait'—a quick artistic sketch that goes up on one of the school walls. Each unit has a cluster of self-portraits. [This process is not as consistent as others aspects of the Introduction].

A summary of information gleaned about each scholar during this intake and assessment process is saved in our common network folder, so that staff can quickly review a scholar's writing sample, Woodcock Johnson scores, Intake Survey results, and special needs status. This information is also recorded in the ILP forms, which are available to all staff. ILPs are included in Tab E. A copy of the Intake Survey is included at Tab B.

Registrar/Guidance

Once a student is placed on a model unit, our Guidance Counselor and Registrar begin to develop a sketch of the scholar's past academics. Based on information available in YES, and gleaned during the Intake/Assessment interview with Samantha Simpure, they meet with each scholar and:

- Locate past school records
- Create a preliminary, updated transcript
- Complete credit analysis/credit review
- Complete Demographic/Everything You Want to Know About Your Scholar Page [work w/ Advocate to get accurate phone, email, contact information for guardians].

Copies of credit review sheet and a sample transcript are included at Tab C.

During this analysis, the Guidance Counselor and Registrar will look to see if there are critical gaps or unusual circumstances in the scholar's academic record. Based on this investigation we will determine what sort of adjustments we should make to a scholar's model unit rotation, and preliminarily determine whether he should be considered for the Career Training/GED prep program. Placement in this rotation is discussed more fully below, as is our use of APEX to support on-line credit recovery.

All scholars receive Progress Reports at the end of each unit. These Progress Reports are very detailed and individualized. In addition, the Reports include updates on student GPA and credit accumulation. Keeping accurate count of credit accumulation is important for our scholars. Advocates meet individually with each Scholar to review

Progress Reports. In addition, copies of Progress Reports are shared with Unit Managers. Copies of Progress Reports for the first two units of this term are included in Tab C.

Special Education

Once a student is identified as likely to transfer to a Model Unit, the Special Education Department begins the process of locating past school records, including IEPs and related testing/assessments. Based on a scholar's last school or placement, we often know in advance whether a student is likely to have an IEP. During a scholar's first week on a Model Unit, the Special Education Department will:

- Locate past school records—in coordination with Registrar/Guidance
- Review on-line sources to see if IEP/assessments are available
- Determine status/timing of last IEP and initiate process for IEP review or update if necessary/appropriate
- Review IEP and determine need level; complete preliminary steps in our Special Education Compliance Checklist.
- Consider schedule/support in light of needs, including possible pull-outs, additional supports in class (which will be revisited on an ongoing basis).

The process for scheduling IEP reviews or updates is summarized more fully in the Special Education materials. Copies of special education documents are included in the Special Education Binder.

Ongoing Individualization/Planning

Model Rotation or PreGED, GED, ABE -Vocational Rotation

We believe that students at the Maya Angelou Academy deserve a rich and varied academic experience while they are with us. The majority of students here complete our Model Unit class rotation—which includes English, math, science, social studies, career institute (Advocacy or Art) and gym (taught by DYRS staff). Within that schedule students get individualized support and planning in a range of way.

However, for older scholars, and for a very small number of scholars who face significant cognitive challenges, we have alternative programming.

Students who are 17 years or older with less than 1 year of high school credits can apply to enter the GED or Pre-GED rotation (we are piloting the Pre-GED rotation starting in November 2009). These rotations include 2-3 hours per day of vocational training in carpentry-related skills—either in the school, or offsite. This rotation also includes life skills/professional development class, and GED or pre-GED instruction (predominantly in math and English, but also in social studies and science).

Students' placement in these rotations is determined based on their expressed interest, scores on the Woodcock Johnson, the CASAS, in classes, other psycho-educational assessments or vocational needs and interests. We do not permit younger youth to enter the GED prep/pre-GED prep rotation. And if older scholars have significant number of high school credits, we typically advise them to work with us to help them move toward

earning a diploma, not a GED. For very small number of students (at the moment 2) who we believe need an even more intensive, learning environment that is nearly self-contained, we will structure a similar program that is approximately 50% workplace learning and 50% intensive work in literacy, numeracy and life skills.

We consider placement alternatives for students at the start of each new calendar unit—or nearly every 30 days.

APEX programming

At any given time we have a handful of students who are working on earning additional academic credits using an online curriculum, APEX. This tool is used primarily for students who need a specific credit we cannot offer in the model rotation in order to meet grade-level credit requirements. For example, we had a scholar during the fall of 2009 who had completed all his credits except for two semesters of social studies. So, in addition to taking social studies with his model unit, he worked on social studies in on-line sessions with the direct support of staff for approximately 1 hour/day, and indirectly for an additional 1-2 hours a day while his unit rotated through classes. This sort of individualization helps students earn 1-2 additional credits while they are here with us, or at the Transition Center, making it less necessary for them to re-enroll in a night school or other school simply to take 1 class.

Individualization/Differentiation in the classroom

Although students who travel with their model units during the school day generally all take the same classes, there is significant individualization/differentiation of instruction in the classroom. Students may receive different levels of support, may have differentiated learning tools (graphic organizers, for example), and complete differentiated assessments within a class.

Scholars receive feedback consistently and quickly at Maya Angelou Academy. Students have Progress Reports at the end of each thematic unit, or 8 times a year. In addition, students are eligible for classroom-based and school-wide awards at the end of each unit. Copies of Progress Reports for the last two units are included at Tab C.

Transition Back to the Community

As scholars approach Level 4, Advocates spend additional time working with students to identify plans for the remainder of their time at the Academy, and as they plan to advance back to the community. Advocates complete Level 4-6 ILP goals with scholars. See ILPs at Tab E. Advocates work with scholars to make sure they accumulate basic, necessary documents they will need upon release (IDs, etc.). See ILP/Transition checklist at Tab D. Advocates work closely with DYRS aftercare workers, our special education staff as appropriate, and families to help students develop a solid school-work plan upon release. All scholars prepare for and complete Mock Interviews with their Advocates once they reach level 4 or 5. See attached Mock Interview Scoring Rubric at Tab D. A copy of a student portfolio, which Advocates help students prepare in advance of their Mock Interview is included as a separate binder. Depending on both student needs and the capacity of likely school/program, scholars will often go off-site with Advocates (and

secure staff) to interview with and learn about possible placement sites in advance of their release.

Similarly, for scholars who are nearing the point of earning a high school diploma or taking GED exam, we will sponsor college visits, prepare and support students taking the SATs. Our guidance counselor and college bound alumni support coordinator also work with students on college applications, financial aid, and scholarship applications.

For students with special needs, Advocates work closely with our Special Education coordinator to research placement options, secure admission, and schedule visits.

Advocates continue to work closely with graduates from the Model Units for 90+ days.

Ex. 15

**Maya Angelou Academy School
Individual Learning Plan**

Scholar Programming Level: -

<i>Last name</i>	<i>First name</i>	<i>Date of Birth</i>	<i>Student ID</i>	<i>Entry Date</i>	<i>Home Address</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
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<i>Last school attended</i>	<i>Attendance Status</i>	<i>Current Grade</i>	<i>Highschool Credits at Entry</i>	<i>Transcript available on DC Stars</i>
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Woodcock Johnson Assessment Results

Math Calculation Score:	Math Fluency Score:	Applied Problems Score:	Date:
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Word Recognition:	Reading Fluency:	Passage Comprehension:	Date:
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Comments from Welcome Center Staff	Recorded by:	Date:
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Key Findings from Intake Survey:	Recorded by:	Date:
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Special Needs: -	Recorded by:	Date:
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**Maya Angelou Academy Individual Learning Plan
Scholar Goals Levels 1 through 3
Report Date:**

D.O.B. Student ID Entry Date

Academic Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1	Date:	
Goal #2	Date:	
Goal #3	Date:	
Goal #4		

Career Institute Goals	Goal Met? (yes/No)	Review/Comments
Goal #1	Date:	
Goal #2	Date:	

Maya Angelou Academy Individual Learning Plan

D.O.B. Student ID Entry Date

Behavior Goals Level 1 through 3

Report Date:

Behavior Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1	Date:	
Rise Value Scholar is working on	Date:	
Personal Character Development Goal	Date:	

Maya Angelou Academy Individual Learning Plan

Woodcock Johnson Assessment Results

Report Date:

D.O.B.

Student ID

Entry Date

Math Assessment Performance Review		Assessment Date:	
Subpart	GLE	Strengths	Areas to Improve
Math Calculation			
Math Fluency			
Applied Problems			

Reading Assessment Performance Review		Assessment Date:	
Subpart	GLE	Strengths	Areas to Improve
Word Recognition			
Reading Fluency			
Passage Comprehension			

**Maya Angelou Academy Individual Learning Plan
Scholar Goals Level 4 through 6**

D.O.B. Student ID Entry Date

Date Scholar Reached Level 4

Report Date:

Academic Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1	Date:	
Goal #2	Date:	
Goal #3	Date:	
Goal #4	Date:	

Career Institute Goals	Goal Met? (yes/No)	Review/Comments
Goal #1	Date:	

Career Goals/Interest:	KWL code:	Recorded by:	Date:
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Maya Angelou Academy Individual Learning Plan

D.O.B. Student ID Entry Date

Behavior Goals Level 4 through 6

Report Date:

Behavior Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1	Date:	
RISE Value Scholar will be working on?	Date:	
Personal Character Development Goal	Date:	

Ex. 16A

**Maya Angelou Academy School
Individual Learning Plan
Scholar Programming Level: 5**

<i>Last name</i> ██████████	<i>First name</i> ██████████	<i>Date of Birth</i> ██████████	<i>Student ID</i> ██████████	<i>Entry Date</i> ██████████	<i>Home Address</i> ██████████ ██████████	<i>City</i> ██████████	<i>State</i> ██	<i>Zip</i> ██████
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<i>Last school attended</i> ██████████	<i>Attendance Status</i> Full Time	<i>Current Grade</i> 10	<i>Highschool Credits at Entry</i> 6	<i>Transcript available on DC Stars</i> No
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Welcome Center Data

Initial LGL Reading Comprehension Score:	low 12th	Test date:	4/7/09
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Initial LGL Math Numbersense Score:		Test date:	
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Career Goals/Interest:	SDD Code: RE	Recorded by: ██████████	Date: 04/07/09
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The SDS Survey administered in welcome center found ██████████ to have interest in ██████████ interest in areas including Trades, Labor, Technical, Helping jobs, Scientific and some Technical.

Comments from Welcome Center Staff	Recorded by: ██████████	Date: 4/8/09
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Successfully completed orientation on 4-6-09
██████████ is very hopeful towards his future. ██████████ wishes to complete a high school and earn a diploma. He then wishes to attend college at Florida State University, or even Duke University. He enjoys sports such as Basketball, football he played both sports at Oxon Hill Senior High School. He describes him self as Smooth and talented and his plans are to become successful.

Key Findings from Welcome Survey:	Recorded by: ██████████	Date: 4/8/09
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Intake survey finding were that in other school he felt dumb he did not really feel like he was smart so he would copy other peoples work. Here at MAA he feels smart and like the teachers care. (Recorded by ██████████)

Diagnostic Online Reading Assessment assessed the following

Special Needs:	No	Recorded by:	Date:
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Maya Angelou Academy Individual Learning Plan

Scholar Goals Levels 1 through 3

Report Date:11/11/09

D.O.B. _____

Student ID _____

Entry Date _____

Academic Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1 Pass all classes each term/unit	Yes	
Goal #2 Earn As and Bs in all classes each term	No	He earned a C in one class.
Goal #3 Earn credits in all classes	Yes	
Goal #4 Earn a school-wide award for academics	Yes	

Career Institute Goals	Goal Met? (yes/No)	Review/Comments
Goal #1 100% - \$810	Yes	
Goal #2 Attend Florida State and Get a degree in Architect designs.	Yes	He is working toward this
Goal #3 Return to _____ HS.	Yes	He has to determine what area he will be living in.

Ex. 16B

Maya Angelou Academy School
Individual Learning Plan
Scholar Programming Level: 4

<i>Last name</i>	<i>First name</i>	<i>Date of Birth</i>	<i>Student ID</i>	<i>Entry Date</i>	<i>Home Address</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<i>Last school attended</i>	<i>Attendance Status</i>	<i>Current Grade</i>	<i>Highschool Credits at Entry</i>	<i>Transcript available on DC Stars</i>
[REDACTED]	-	9	5.75	-

Welcome Center Data

Initial LGL Reading Comprehension Score:	low 2nd	Test date:	6/25/09
Initial LGL Math Numbersense Score:	mid 3rd	Test date:	06/25/09

Career Goals/Interest:	SDD Code: RI	Recorded by: 5/20/09	Date: [REDACTED]
We administered the SDS Survey on May 20, 2009. [REDACTED] revealed in interest in skilled Labor, technical, helping, and scientific jobs.			

Comments from Welcome Center Staff	Recorded by: [REDACTED]	Date:
[REDACTED] came in during the summer school period. He was not processed		

Key Findings from Welcome Survey:	Recorded by:	Date:
[REDACTED] likes to cook and write poetry. He would like to attend Florida A & M and get away from D.C.		

Special Needs:	Recorded by: [REDACTED]	Date: 5/20/09
Extended time Read directions Small group Calculator		

Maya Angelou Academy Individual Learning Plan

Scholar Goals Levels 1 through 3

Report Date:11/11/09

D.O.B.

Student ID

Entry Date

Academic Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1 Pass all classes each term/unit	Yes	I like math the most. I received 3 B's and 2C's
Goal #2 Earn a school-wide award for academics	Yes	I won the Outstanding Scholar award in Math
Goal #3 Help my peers when they need help.	Yes	I continue to try.
Goal #4	-	

Career Institute Goals	Goal Met? (yes/No)	Review/Comments
Goal #1 100% - \$810	Yes	
Goal #2	Yes	
Goal #3	Yes	

Maya Angelou Academy Individual Learning Plan

Scholar Goals Level 4 through 6

Report Date:11/11/09

D.O.B. [REDACTED]

Student ID [REDACTED]

Entry Date [REDACTED]

Academic Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1 Earn As and Bs in all classes each term I want to make the honor roll.	-	
Goal #2 Other academic goals: Write goal in the field below... I want to read more books.	-	
Goal #3 Other academic goals: Write goal in the field below... I want to win the Outstanding Scholar Award in Social Studies.	-	
Goal #4 [REDACTED] continues to earn credits for High school and he will attend [REDACTED] [REDACTED] (IEP Private Placement) with a vocational training in Culinary Arts.	-	

Career Institute Goals	Goal Met? (yes/No)	Review/Comments
Goal #1 \$250	-	[REDACTED] is interested in Culinary Arts.
Goal #2	-	
Goal #3	-	

Ex. 16C

Maya Angelou Academy School
Individual Learning Plan
Scholar Programming Level: 6

<i>Last name</i> [REDACTED]	<i>First name</i> [REDACTED]	<i>Date of Birth</i> [REDACTED]	<i>Student ID</i> [REDACTED]	<i>Entry Date</i> [REDACTED]	<i>Home Address</i> [REDACTED]	<i>City</i> [REDACTED]	<i>State</i> [REDACTED]	<i>Zip</i> [REDACTED]
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<i>Last school attended</i> [REDACTED]	<i>Attendance Status</i> -	<i>Current Grade</i> 9	<i>Highschool Credits at Entry</i> .5	<i>Transcript available on DC Stars</i> -
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Welcome Center Data

Initial LGL Reading Comprehension Score:	Test date:
Initial LGL Math Numbersense Score:	Test date:

Career Goals/Interest: SDD Code: SE
Recorded by: [REDACTED] **Date:** 7/16/09

We administered the SDS Survey on 7/14/2009. The survey results indicate that he might be interested with jobs that include teaching and helping jobs, also jobs including sales and supervisory opportunity.

Comments from Welcome Center Staff Recorded by: _____ **Date:** _____

Key Findings from Welcome Survey: Recorded by: _____ **Date:** _____

He has not attend school for along time due to his age and the DCPS school system not being understanding or accepting him into their schools because of his age abd lack of credits. [REDACTED] mother said that she kept requesting an IEP meeting for son however his IEP was not updated until after he was with us at MAA.

Special Needs: Yes Recorded by: [REDACTED] **Date:** 10/21/2009

[REDACTED] was recently identified as special needs here at MAA. His disability is MD-Learning Disability and Other Health Impaired. He requires 5 hours of specialized instruction in the general education in math and 1 hour of counseling.

Maya Angelou Academy Individual Learning Plan
 Scholar Goals Levels 1 through 3
 Report Date: 11/11/09

D.O.B.

Student ID

Entry Date

Academic Goals	Goal Met? (Yes/No)	Review/Comments
Goal #1 Earn credits in all classes	Yes	
Goal #2 Pass all classes each term/unit	Yes	
Goal #3 Earn As and Bs in all classes each term	Yes	
Goal #4 Earn a school-wide award for academics	Yes	

Career Institute Goals	Goal Met? (yes/No)	Review/Comments
Goal #1 100% - \$810	Yes	
Goal #2 Learn to draw.	Yes	
Goal #3 learn to paint.	Yes	