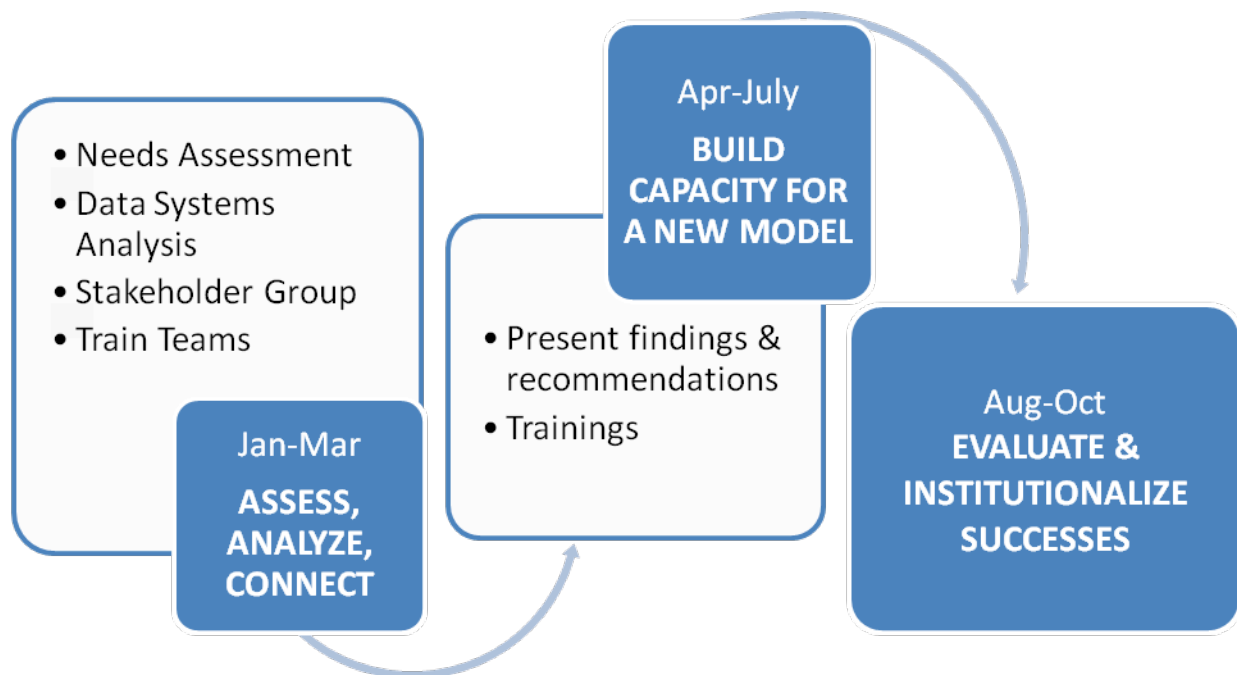


CROSS & JOFTUS

LAUSD Charter School Special Needs Services Project

Cross & Joftus has been awarded a project to work with 168 Charter Schools in Los Angeles Unified School District. The primary focus is to examine the extent to which supports and services for special needs students are in place, and whether those services are high quality, effective, and research-based. Gaps in services and quality will be addressed by developing and implementing programs to serve a more comprehensive set of students with disabilities, including those students with more extensive needs. The scope of this work requires the collaborative identification of needs and the design of creative service models that meet legal requirements.

One significant outcome of the work will be the establishment of a new design for the charter community for the training and implementation of cutting-edge special education services and data-informed evaluation systems. This is accomplished through an in-depth needs assessment, stakeholder determination of the services and sets of services to be implemented across multiple entities to ensure economies of scale, and evaluation of the efficacy of these services. The project design and its outcomes have the potential to become a model that may be used in other systems, both traditional and charter, and is a new approach to school organization that recognizes the unique nature and potential of charter schools and CMOs/EMOs in providing for the needs of students with disabilities.



The Project's focal areas are:

- Pre-identification intervention/Response to Intervention (RtI)
- Development and implementation of a continuum of services to support students with autism and with emotional/behavior challenges
- Broad scale training and professional development (including in partnership with Infinitic to support UDL, Assistive Technology, and Instructional Technology); research-based, high yield instructional strategies to support access to the core for all students; and implementation of RtI with appropriate training and support
- Planning for training, implementation and evaluation of high quality, unique special education services and sets of services
- Development of data systems to ensure accuracy for state and district reporting as well as a broader use of data from assessments to inform instruction
- Planning for and development of an Extended School Year opportunity for students with disabilities

Resources/Deliverables for Charter Schools:

1. Review and analysis of current special education services and compliance across all 168 Charter Schools with detailed report and recommendations/action plan for improvement where needed.
2. Stakeholder Group (SG) determination of array of services and sets of services to be initiated across schools.
 - a. Models/services include consideration and implementation of learning centers, co-teaching, inclusive education options, mental health/counseling services, technological access to core curriculum, special settings (from partial day up to full day), with a particular focus on serving more challenging students with disabilities including those diagnosed as on the autism spectrum or with emotional/behavioral needs.
 - b. Models/services will be strategically placed in "hubs" of schools to support the needs of students and Charter Schools alike.
 - c. These services will be agreed upon by the SG including the hiring of staff, training existing staff, and implementing across the system to ensure economy of scale.

- d. Costs for staff for these models along with appropriate resources (including specially designed curricular resources), will be funded thru Deliverable 2 of this project.
3. Training will be provided, funded thru Deliverable 5 of this project and available to staff from these 168 schools in the areas of:
 - a. Implementation of the selected special education models;
 - b. Universal Design for Learning, Instructional Technological uses in the general education setting, Assistive Technological uses for students with print disabilities;
 - c. High yield, research based instructional strategies;
 - d. Response to Intervention
 - e. Trainer of trainer model delivered using classroom observational data to inform professional development.
 4. Extended School Year options will be designed and implemented for special education students whose Individual Educational Program indicates needs. Staff, classroom settings, and other required resources are funded under Deliverable 10 of this project.

For more information, please contact:

Alice Parker, Project Director:

916-952-7766

alice@edstrategies.net

Christopher Cross, Chairman:

925-314-1863

Chris@edstrategies.net

Or visit: <http://www.edstrategies.net>