

Project Name:	Office of Student Services Year 2 Goals, Action Steps and Expected Outcomes	Project Chairs:	Dr. Victoria Greer Ms. Jean Spera
	03/03/15		

Office of Student Services Status Report

What has been accomplished in the past 3 months?	
1	The Office of Student Services held another strategic planning sessions with families on February 26 to gather data and feedback for the long-term strategic plan.
2	The Office of Student Services has scheduled strategic planning input sessions that are scheduled at eleven school sites that began in February and will be complete by March 26 th to engage both general and special education teachers and staff with the process.
3	The Office of Student Services has scheduled strategic planning input sessions for community stakeholder groups, school principals/administrators and the school committee (see attached schedule).
4	The Office of Student Services disaggregated the data from the surveys that was administered to parents, families and staff.
5	The Office of Student Services completed the OSS Parent Handbook and is being printed.
6	The Office of Student Services has completed summer program and service plans for locations, community partnerships and communication to parents.
7	The Office of Student Services has completed the draft plan for the Upper School Learning Disabilities program. The principal and Coordinator met with the special education staff on 02/25/15 to share the plan and answer questions regarding next steps.
8	The Office of Student Services conducted the first professional development session for the School Psychologists, School Adjustment Counselors, Behavior Specialist and Inclusive Instructional Specialist with supporting students with anxiety and trauma in schools. Conducted by Ms. Jessica Meninhan.
9	The new Parent Liaison, Ms. Zuleka Queen-Postell, was hired and started working 15 hours per week replacing Ms. Rosalie Rippey.

What accomplishments do you expect to achieve over the next 3 months?	
1	The Office of Student Services will share and test the Least Restrictive Environment Protocol.
2	The Office of Student Services will develop a procedure for student's moving to more restrictive placements on the continuum of services.
3	Planning and preparation for kindergarten, sixth grade and 9 th grade transitions, including timelines and a written plan.
4	Planning and communication with families and community regarding summer programs and services offered from the department.
5	Complete and communicate the Learning Disabilities program enhancement plan including timelines.
6	Planning and meeting with families and staff to open a high school ASD program for the 2015-2016 school year.
7	Share the first draft of the strategic plan.
8	Professional development plans and courses submitted to the Professional Development committee.

Roadblocks/Barriers to Action for Improving Instruction and Inclusive Schooling Practices	<ul style="list-style-type: none"> • Efficient time to provide appropriate professional development to school leaders and general education staff to build effective skills and practices related to meeting the needs of diverse groups of students. • Varied initiatives that compete for teachers and staff time for development and coaching. • Competing messages and philosophies regarding core instruction and specially designed instruction for students with disabilities. • The bandwidth of the OSS leaders to ensure implementation of effective practices and support of school leaders along with ensuring compliance with evaluations.
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Implications for Department and District Support	<ul style="list-style-type: none"> • If appropriate professional development does not occur for all school and district leaders in best practices for inclusive schooling, it is likely that students with disabilities will continue to underperform all other student groups in CPSD. • If, instruction does not improve and there is not stronger foundational practices for inclusive education rooted in evidenced research, it is likely that the number of students with disabilities who receive services in more restrictive settings including out-of-district and private school placements will not decrease. • If there is not appropriate oversight and support of OSS leaders, it is likely that none of the initiatives and practices will be implemented with the level of fidelity that will cause improvement in student outcomes.
Implications for Family and Community Support	<ul style="list-style-type: none"> • If progress is not made in developing appropriate structures, improving instruction and enhancing programs, it is likely, families of students with disabilities will loose faith in the district and request out-of-district school placements for their students. • If the achievement of students with disabilities do not improve, it is likely that families will leave the district and students will begin to refuse school and potentially dropout of school. • If practices are not improved, it is likely; there will be inequity amongst students and families.

Narrative:

There have been several accomplishments over the past three months in the Office of Student Services. We are excited that our new Family Liaison, Zuleka Queen-Postell, came on board and has been meeting with the Parent Advisory Council, the Coordinators and families. Our Strategic Plan input session with families went very well. There were over twenty families represented along with Community Engagement Team workers. We conducted two productive sessions with school staff during the month of February.

Due to the snow, we have not been able to conduct test sessions with principals and staff for the Least Restrictive Environment Protocol. We are planning to complete this over the next three months.

Ms. Jessica Minahan, co-author of the Behavior Code and the author of the Behavior Code companion guide, provided the first of two sessions for seventy staff made up of psychologists, counselors and behavior specialists on anxiety and trauma in schools.

We have developed a partnership with Day Break Camp Program to provide a summer component for the students enrolled in our K-5 Structured Academics Program. We will pay the registration fee for the students whose families agree to send their students to the program.

As a leadership team, we are focused on continuous improvement efforts and engaging our stakeholders in improving the programs and services that we offer. We are excited that

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beginning in September 2015, we will open our first in-district high school program for students with autism. We are hosting a parent information session for April 2, 2015 for the families to prepare for the transition to the high school.

We would like to highlight the success that we have experienced with offering online professional development courses for teachers in teaching writing through the Landmark school. We had plans of only offering one course during the fall semester but there was an overwhelming interest, therefore, we added an additional course for the spring. Twenty teachers have completed the course and an additional twenty are scheduled to complete the course by the end of the spring semester.