

Project Name:	Office of Student Services Year 2 Goals, Action Steps and Expected Outcomes	Project Chairs:	Dr. Victoria Greer Ms. Jean Spera
	05/08/15		

Office of Student Services Status Report

What has been accomplished in the past 3 months?	
1	The Office of Student Services completed all input sessions for all stakeholder groups.
2	The Office of Student Services developed a student survey to gather input from students with disabilities in grades 6-12.
3	The Office of Student Services completed all recommendations for students to attend Extended Year programs.
4	The Office of Student Services completed planning for the high school Autism Spectrum disorder program including visits by the high school administrators to CSUS and posting the position to hire the teacher.
5	The Office of Student Services completed the Counselor focus groups to gather input regarding their needs to plan for continuous improvement for counseling services.
6	The Office of Student Services conducted professional development led by Dr. Marilyn Friend with all School Psychologists and Counselors focused on inclusive educational practices.
7	The Office of Student Services reviewed the current a procedure for student's moving to more restrictive placements on the continuum of services.
8	The Office of Student Services communicated information regarding summer services through our summer brochure.
9	Conducted meetings with school staff at the VLUS regarding the enhancement plans and preparation for the Learning Disabilities Program (6-8).
10	Hosted a parent/family information night for students and families transitioning to the high school for the ASD program.
11	Confirmed partnerships with Landmark School, Northeastern University to support continuous improvement for programs, services and professional development for the Office of Student Services.

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	Planning and preparation for kindergarten, sixth grade and 9 th grade transitions, including timelines and a written plan.
3	Share the first draft of the strategic plan (5/31/15).
4	Finalize the strategic plan (June).
5	OSS summer leadership retreat (July).
6	Summer programs and services at KLO, FMA and Haggerty school sites.

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.
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.



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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 and best practices, 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.

Narrative:

There have been several accomplishments over the past three months including completing the stakeholder input sessions for the strategic plan, professional development around inclusive practices, planning meetings to review and implement recommendations for grades 6-8 regarding inclusive services, and confirmed partnerships with Landmark School and Northeastern University to provide professional development for teachers and staff.

Over the past several months, we held over ten sessions to gather data and input to guide the development of the long-term strategic plan for the department. We are currently in the process of synthesizing the data and are drafting goals and action steps for the plan. We spent two days during the month of April presenting each area’s data and discussing realistic and attainable goals that will move the district forward in providing access, programs and services for students with disabilities.

Dr. Marilyn Friend spent two days in the district at the beginning of May providing professional development to the staff at the Haggerty, school psychologist and school counselors around inclusive educational practices and developing a common language. The feedback from the sessions was positive and left us with a roadmap of areas that we will need to address with special education teachers and staff for the upcoming school year. Dr. Friend also co-facilitated a planning session with the Upper School Heads regarding the review of inclusive educational practices and co-teaching at the Upper Schools. We left with next step plans for each school to begin working in specific areas with their schools during the 2015-2016 school year.

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We are excited to have wonderful community partners such as the Landmark School and Northeastern University. The Landmark school will continue to partner with our department to provide a ten-hour online course each semester for teachers in teaching students with language based learning disabilities. In addition, we have been collaborating and planning with Dr. Volpe from Northeastern for the past year and a half to support the department and district with working with students with challenging behaviors. This work includes assisting with analyzing behavior data, providing tools for teachers and specialist and professional development. This work is part of a grant that he and his team has written and our district and department are one of four districts they chose to explore partnerships.