

<b>Project Name:</b>	Office of Student Services Year 2 Goals, Action Steps and Expected Outcomes	<b>Project Chairs:</b>	Dr. Victoria Greer Ms. Jean Spera
	12/11/14		

## Office of Student Services Status Report

What has been accomplished in the past 3 months?	
1	The Office of Student Services held strategic planning sessions with families on Oct. 30 to gather data and feedback for the long-term strategic plan.
2	The Office of Student Services held strategic planning sessions with all K-12 psychologists, counselors, behavior specialist, lead teachers, and inclusive instructional specialist in November to gather data and feedback for the long-term strategic plan.
3	The Office of Student Services completed the draft of the Student Support Team guidelines and procedures.
4	The Office of Student Services completed the draft of the Least Restrictive Environment protocol.
5	The Office of Student Services conducted online surveys for families, OSS staff, principals and general education staff to gather feedback related to practices, needs and/or concerns.
6	The Office of Student Services hired a counselor through a service contract specifically for the K-8 Structured Academics program.
7	The Office of Student Services has facilitated 3 sessions with the sub-separate Learning Disabilities staff and consultant around program improvement with focused work with the 6-8 program teachers on program redesign.
8	The Office of Student Services positively resolved 4 family concerns either through the IEP process or mediation with assistance from the Bureau of Special Education Administration.
9	The Office of Student Services completed the Coordinated Program Review visit in October.
10	The Office of Student Services in collaboration with Principal Chardin conducted an OSS staff retreat focusing on improving services through effective collaboration, communication and role clarity.
11	The Office of Student Services collaborated with the Kennedy Longfellow to assist with developing a pilot for behavioral supports including funding an additional counselor and purchasing materials for the calming room pilot.

What accomplishments do you expect to achieve over the next 3 months?	
1	The Office of Student Services will complete and distribute the OSS Parent/Family Handbook.
2	The Office of Student Services will test the Least Restrictive Protocol.
3	The Office of Student Services will develop a procedure for student's moving to more restrictive placements on the continuum of services.
4	The Office of Student Services will conduct a train-the-trainer series for psychologists, school counselors and behavior specialist regarding supporting students who have experienced trauma. Scheduled for January.
5	The Office of Student Services will begin compiling the data for goal development for the department's strategic plan.
6	Planning for OSS Extended Year Services and Summer Programs including collaborating with the Department of Human Services.
7	Planning and preparation for kindergarten, sixth grade and 9 <sup>th</sup> grade transitions, including timelines and a written plan.
8	Conducting choice course(s) for all teachers and staff on basic classroom management skills and supporting students socially, emotionally and behaviorally.

Roadblocks/Barriers to Action for Improving Instruction and Inclusive Schooling Practices	<ul style="list-style-type: none"> <li>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.</li> <li>Varied initiatives that compete for teachers and staff time for development and coaching.</li> <li>Competing messages and philosophies regarding core instruction and specially</li> </ul>
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Roadblocks/Barriers to Action for Improving Instruction and Inclusive Schooling Practices	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Varied initiatives that compete for teachers and staff time for development and coaching.</li> <li>• Competing messages and philosophies regarding core instruction and specially designed instruction for students with disabilities.</li> <li>• The bandwidth of the OSS leaders to ensure implementation of effective practices and support of school leaders along with ensuring compliance with evaluations.</li> </ul>
Implications for Department and District Support	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Implications for Family and Community Support	<ul style="list-style-type: none"> <li>• If progress is not made in developing appropriate structures, improving instruction and enhancing programs, it is likely, families of students with disabilities will lose faith in the district and request out-of-district school placements for their students.</li> <li>• 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.</li> </ul>

### **Narrative:**

The Office of Student Services has accomplished quite a bit over the past three months. The months of October and November have been filled with several sessions focused on gathering data for the long-term strategic plan from several of our stakeholder groups. The sessions have gone well with great input. However, the attendance level was low at the parent session and we will be collaborating with the PAC to schedule a couple of more parent sessions to engage a broader scope of families.

The draft Least Restrictive Environment protocol is complete and ready for review and testing with a group of staff and principals to prepare for training in the spring 2015 and full implementation beginning in the fall 2015. In addition, the Student Support Team guidelines and procedures have been revised and are ready for review by principals and staff. We are planning to conduct training on the new guidelines during the spring and summer with full implementation beginning fall 2015.

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Due to conflicts with the trainer's schedule and giving proper notification time for staff, the professional development for psychologist, counselors and behavior specialist on trauma and mental health has been rescheduled during the month of January.

One of our focus areas for this year is program improvement and enhancement. In order to ensure that the Structured Academics program is therapeutic in nature to meet the needs of students assigned to the program, a Licensed Clinical Social Worker/Counselor has been hired to specifically support the K-8 program at the Baldwin and Rindge Ave Upper School. Over the past several months our lead behavior specialist, Jessica Middlebrook led, the teachers and Para-professionals assigned to teach and support the structured academics programs in those schools through a Professional Learning Community (PLC). The PLC is focused on improving their knowledge and skills with the latest research, redesigning the program plans to support the classroom program and individual student needs, researching social skills curriculums to purchase for implementation and begin plans to implement collaborative problem solving as part of the skill development for students.

Principal Chardin and Rebecca Altepeter collaborated and conducted an OSS staff retreat with the expected outcome of improving services and achievement for students with disabilities at the Putnam Avenue Upper School. Both leaders led the retreat where they focused on effective collaboration and communication, advocacy for students and role clarity to support students with disabilities. Staff feedback has been positive and the follow-up support includes individual teacher planning and support with our lead teacher, Desiree Phillips and support with the MCAS-Alt Portfolio assessments from our inclusive instructional specialist, Christina Gavin.

We have continued our attempts in being creative in overcoming the barriers to accomplishing the outlined goals for the department this year through the use of technology and teamwork. Of all of the barriers, the one that is of the most concern is our bandwidth to ensure effective implementation and support of our staff and school leaders. We are continuing to explore ways to ensure that we implement our initiatives with fidelity and that there are not implementation failures that would impede the success of reaching the goals needed to support students and families.