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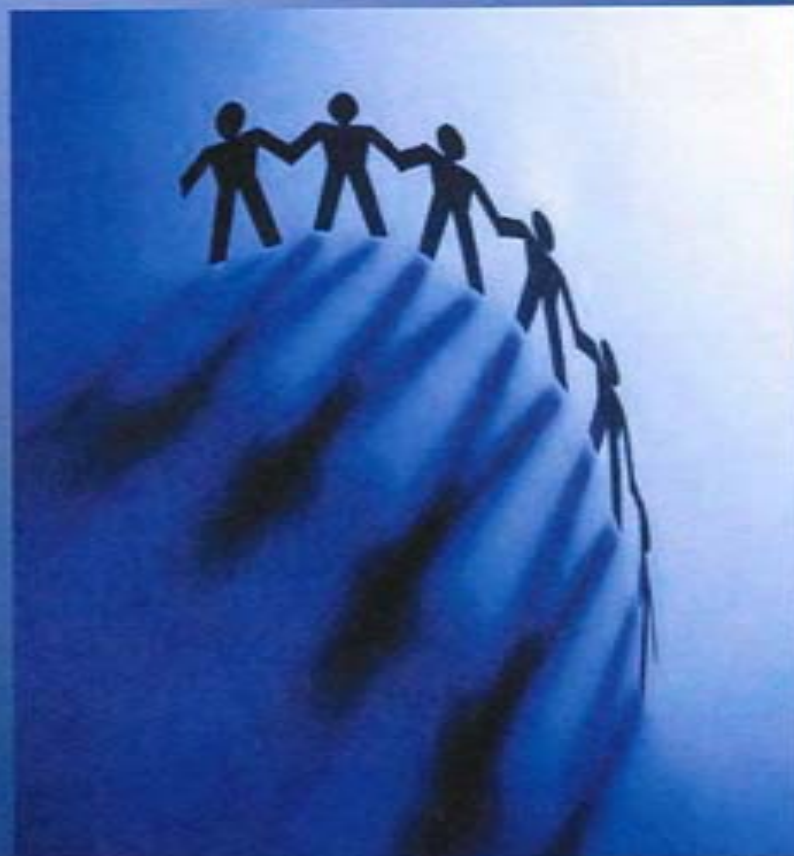
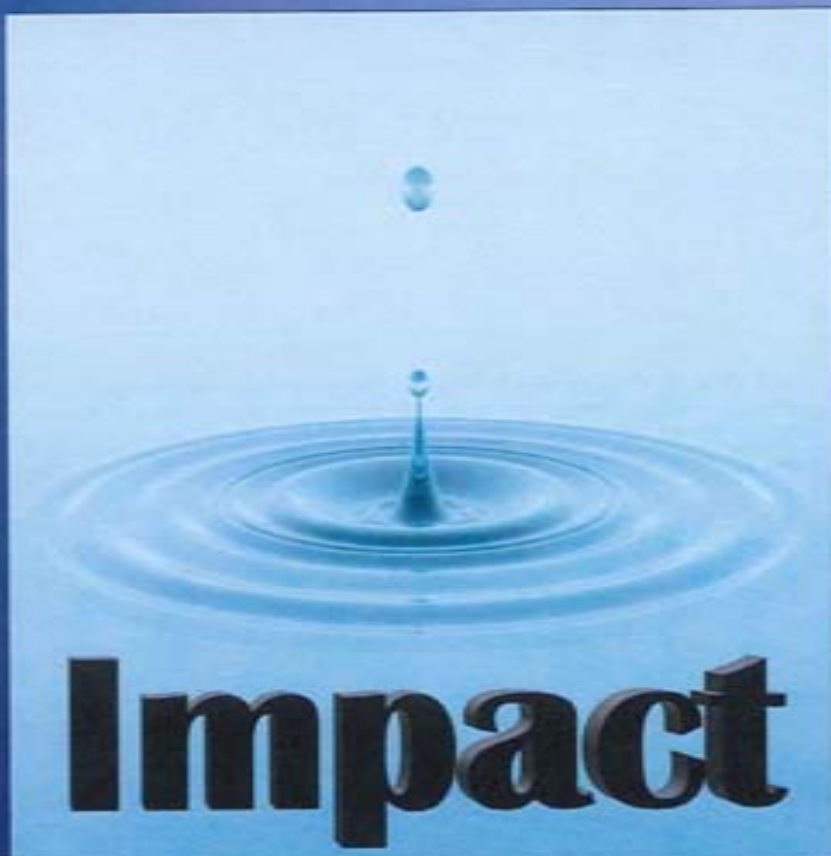
# ANNUAL SCHOOL COMMITTEE REPORT

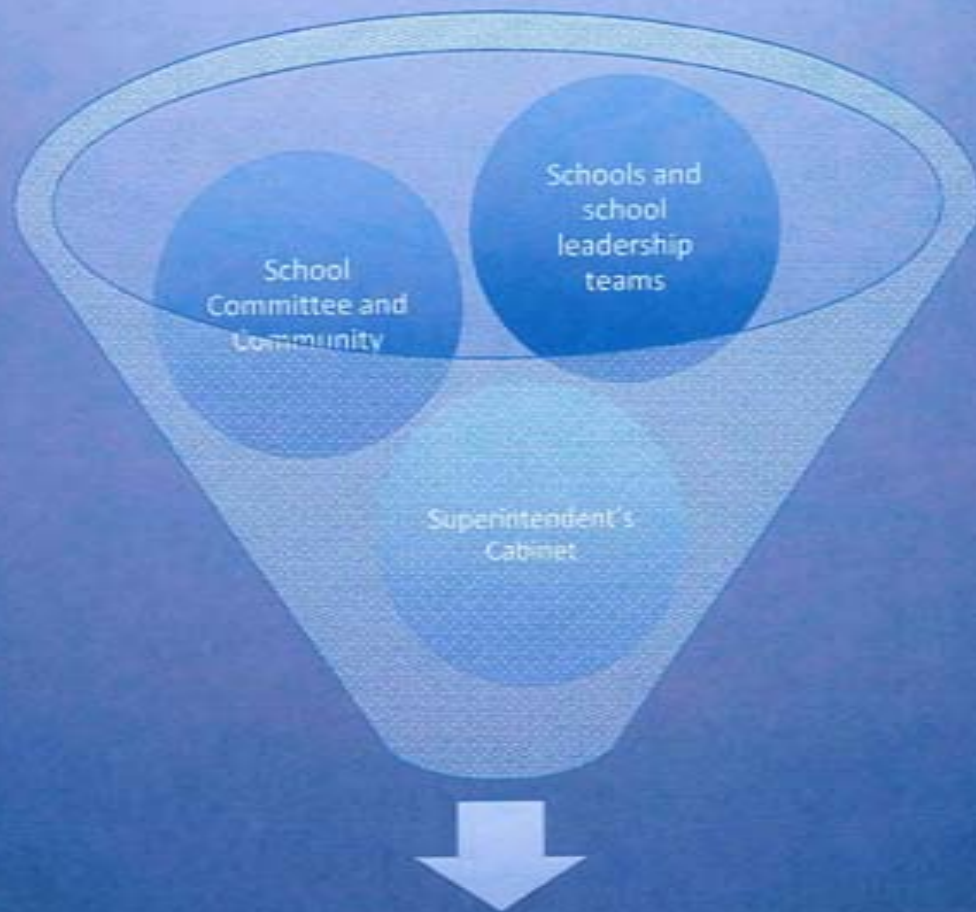
# OSS VISION

*Students receive a high quality education in the Least Restrictive Environment through the provision of specialized services and supports that meet their unique learning, social, emotional, and behavioral needs.*



# THE OFFICE OF STUDENT SERVICES





Office of Student Services



School  
Committee  
And  
Community

# Student Support OSS

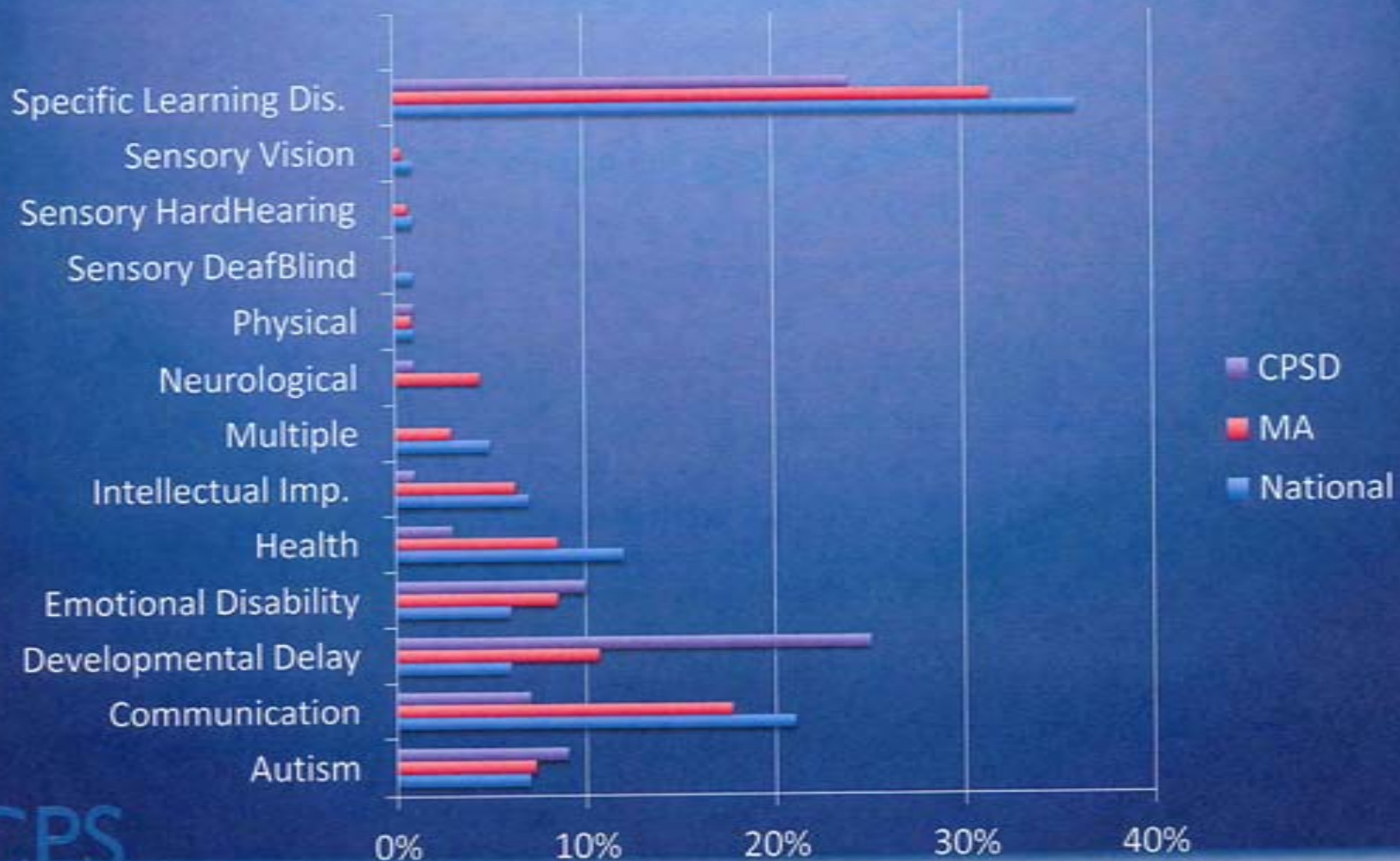
Families

Super-  
intendent's  
Cabinet

Schools and  
School  
Leadership

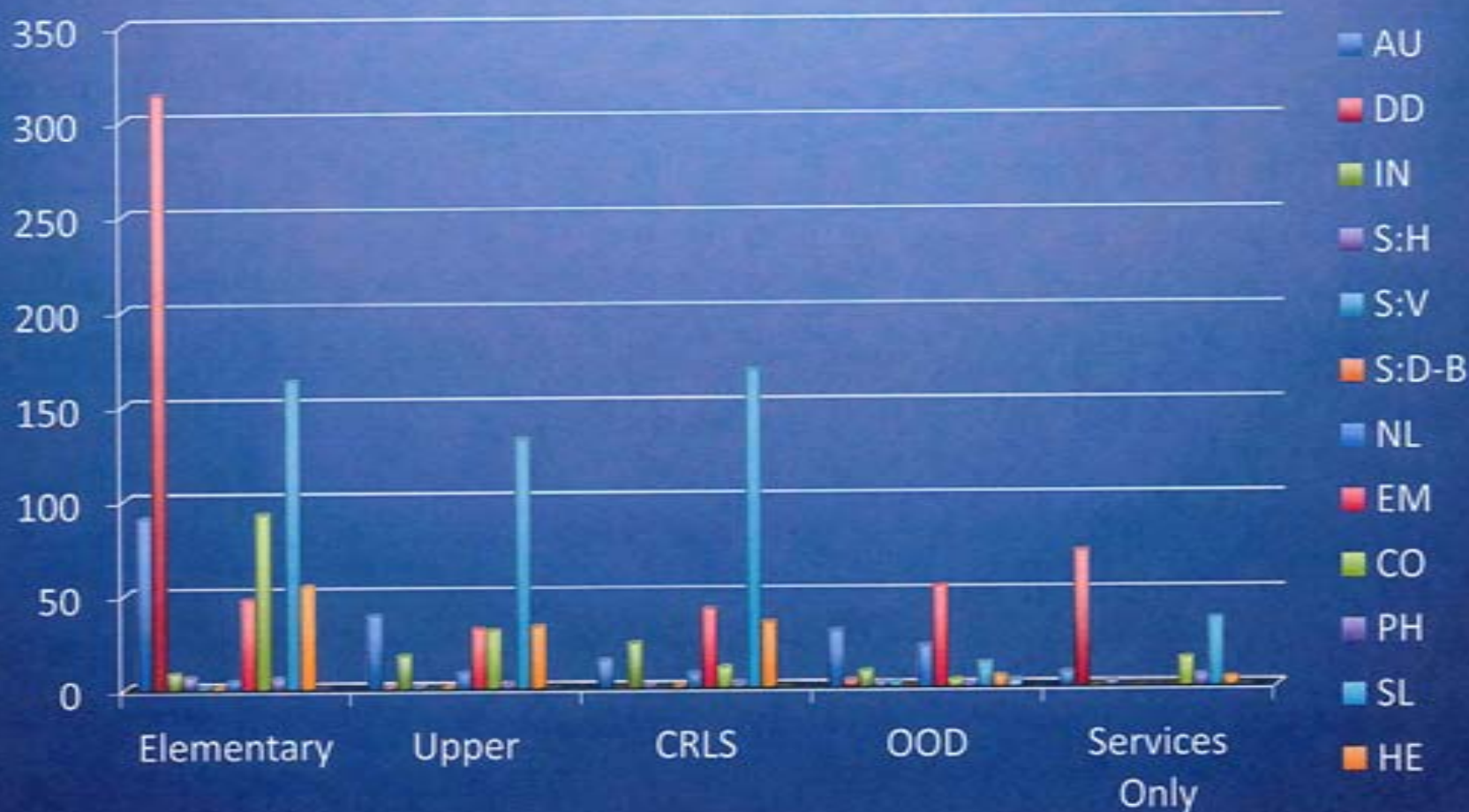
# DATA REVIEW

# COMPARISON BY DISABILITY





# DISABILITY BY GRADE TIERS





# **UPDATES OF PROGRAMS AND SERVICES**

# OFFICE OF STUDENT SERVICES

Section 504

Student Support Team Model

Jean Spera , Director



# Section 504

## 2014-2015 Update

- New 504 Teacher in Charge : **Christine DeAmbrose**
- Current Number of 504 Accommodation Plans across the district: **204**
- Redesign of Easy504 to improve usability and to facilitate oversight of the process
- Provide on-going support and professional development to 504 Administrators & teams
- Create and conduct professional development trainings for stakeholders

# OSS STUDENT SUPPORT TEAM MODEL

**GOAL:** Development and implementation of a school-based Student Support Team Model

- ❖ Primary focus on Social, Emotional and Behavioral Supports
- ❖ Multi-tiered problem solving approach
- ❖ Target Population: Tier 2 (10-15% of students) and Tier 3 (5% of students)
- ❖ Integration of a Wraparound process



# OSS STUDENT SUPPORT TEAM MODEL

## Multi-tiered Problem Solving Approach

A multi-tiered problem solving approach allows for early support before problems develop or worsen.

Services provided through a multi-tiered model range from system-wide, preventative services that provide support for all students to intensive, individualized supports for severely struggling students.

# OSS STUDENT SUPPORT TEAM MODEL

## Multi-tiered Problem Solving Approach

- ❖ Tier 1: Universal Supports
  1. Social-Emotional Learning (SEL)
  2. Universal Screeners
  3. School-wide Data Collection
  
- ❖ Tier 2: Targeted Supports
  1. Supplemental Interventions (2 /3 times weekly)
  2. Individual/small-group
  3. Frequent Progress Monitoring (weekly/biweekly)
  
- ❖ Tier 3: Intensive Supports
  1. Intensive Supplemental Interventions (4/5 times weekly)
  2. Individual (or 2 student dyads)
  3. Very Frequent Progress Monitoring (2x weekly)



# OSS STUDENT SUPPORT TEAM MODEL

## Wraparound Process

The wraparound process is an essential component of school-wide if schools are to ensure success for student with complex social, emotional, and behavioral needs across home, school, and community settings. The wraparound process provides a structure for schools to establish partnerships between families and community supports, a necessary component for arranging successful environments around students with intense needs.

- Voluntary for families and schools
- Strengths based and needs driven
- Individualized supports
- Culturally sensitive
- Outcomes monitored and measured
- **Focused on effective and purposeful collaboration across schools, families, and community agencies**

# OFFICE OF STUDENT SERVICES COORDINATORS

Rebecca Altepeter: *Upper Schools, High School, Out of District*

Karyn Grace: *Inclusive Education, Behavior Specialists,  
Professional Development, 6 Elementary Schools (FMA, G&P,  
King, King Open, Haggerty)*

Shelagh Walker: *Special Start, Related Services, School Entry  
and 6 Elementary Schools (Baldwin, Peabody, Tobin, KLo,  
Morse, Cambridgeport)*



# Our Accomplishments



# SPECIAL START

- Lead teacher, Amy MacLeod
- Added a social worker, Raquel Cerqueira, providing parent support groups
- 14 classrooms across seven schools
  - (Increased enrollment this year supporting the 3yr lottery)*
- Current enrollment: 138
- 50 Early Intervention Transition Planning Meetings
- 20 preschool community screenings completed
- 65 + initial & reevaluations of preschoolers completed



# RELATED SERVICES

- Lead related service therapist, Margie Carlman
- 50 staff members across the district
- 405 completed evaluations throughout the district, 186 in process  
**TOTAL: 591**
- 236 screenings
- Service to schools and community preschoolers

# School Entry

TEACHER IN CHARGE OF SCHOOL ENTRY:  
MEGHAN MCCOMBS

SUPPORTING FAMILIES AND FRC WITH INTAKE PROCESS  
FOR STUDENTS WITH DISABILITIES

PROVIDING TRANSITION SUPPORT FOR GRADES PRE-K  
TO K,  
5 TO 6 AND 8 TO 9

SUPPORTING CHILD FIND



# **Inclusive Education Staff Development**

- \*Increase Collaboration
- \*Build Capacity to Support All Students
- \*Utilize vast expertise of in-district professionals
- \*Provide high-quality professional development

**OSS Staff focused on  
Curriculum, Instruction, and  
Inclusive Education**

**LEAD BEHAVIOR SPECIALIST:  
JESSICA MIDDLEBROOK**

**STRUCTURED ACADEMICS –THERAPEUTIC**

**COLLABORATIVE PROBLEM SOLVING**

**CPI: CRISIS PREVENTION/DE-ESCALATION  
TRAINING**



**ASSISTIVE TECHNOLOGY  
SPECIALISTS  
DIRECT CONSULTATION &  
PROFESSIONAL DEVELOPMENT**

**MICHELLE MARQUES  
ROBIN LEWIS**

**DISTRICT AUTISM SPECIALIST  
STEPHANIE BARNEY**

# Inclusive Instructional Specialists & Academic/Enrichment Manager

DIRECT CONSULTATION & COLLABORATION REFERRAL

## **PROFESSIONAL DEVELOPMENT**

AUTISM SPECTRUM DISORDER INCLUSION  
WORKSHOP

TO ACCOMMODATE OR MODIFY FOR STUDENT SUCCESS

DARE TO DIFFERENTIATE!

BLENDED LEARNING STRATEGIES TO FOSTER SMALL  
GROUP INSTRUCTION

SPECIAL EDUCATION 101



# Behavior Specialists

**CONSULTATION**

**BEHAVIORAL SUPPORT DIRECT  
(IEP, NON-IEP, WHOLE CLASS, WHOLE GRADE)**

**BUILD CAPACITY OF EDUCATORS & STAFF**

**PROVIDE PROFESSIONAL DEVELOPMENT**

# PROFESSIONAL DEVELOPMENT PARTNERSHIPS

**LANDMARK**-BEST PRACTICES IN TEACHING  
STUDENTS WITH DYSLEXIA/LANGUAGE-BASED LEARNING  
DISABILITIES

**DR. MARILYN FRIEND-**  
INCLUSIVE SCHOOLS THAT WORK

**JESSICA MINAHAN, BCBA-**  
THE BEHAVIOR CODE  
WORKING WITH STUDENTS WITH  
OPPOSITIONAL/DEFIANT BEHAVIORS



# UPPER SCHOOL HIGH SCHOOL OUT-OF-DISTRICT SUPPORT

Rob Kelley-Reintegration  
Specialist

Desiree Phillips- Lead Teacher

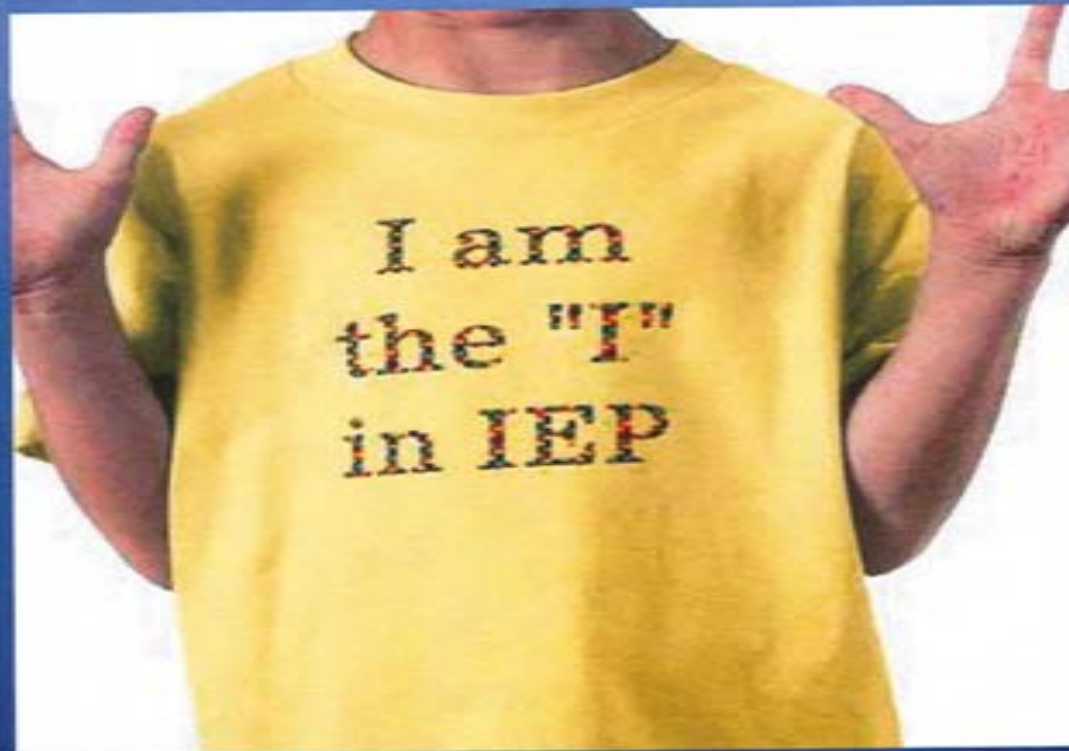
# REINTEGRATION WORK

To date, our Office has worked to reintegrate nineteen students who returned to CPSD from a variety of settings, including eight from Chapter 766 schools, and three who had stopped attending school for an extended period of time and decided to return.

We have developed a protocol to gather and share information between sending and receiving schools in order to make reintegration plans that provide the “just right” amount of transition support.



# JOHN'S STORY



# CHALLENGE

- We are looking at ways to provide adequate and appropriate education, vocational and transition services to students with disabilities who return to the high school at age 18+ after extended absences due to court involvement and/or a history of school failure.



# OUT OF DISTRICT

- To date, there are 120 students attending Chapter 766 Day Schools and 22 students attending Chapter 766 Residential Schools. In June 2014, there were 145 students in out of district placements.

# UPPER SCHOOLS NEWS

- OSS administrators co-  
led a retreat with  
Principal Chardin from  
PAUS to clarify roles  
and responsibilities of  
OSS staff and begin the  
process of establishing  
goals that lead to  
success for students  
with disabilities. This  
will become a model for  
upcoming work with  
other school teams.
- OSS administrator and  
Lead Teacher have had  
bi- monthly meetings  
with 6th grade co-  
teachers to look at best  
practices. Next step is  
to meet with Dr. Marilyn  
Friend and plan for  
implementation of  
recommendations.



# EXCITING NEWS FOR CRLS

- Collaborated with the World Language Department to look at the needs of our students with disabilities and some of their high rates of failure in foreign language classes and are adding an American Sign Language Teacher to the ranks next year.
- Worked with the general education department in looking at the number of students with disabilities that require skill development in the areas of executive functioning and are adding an additional class that will be open to students with IEPs and 504s with identified needs.

# SCHOOL SUPPORT

- Teacher evaluations (approx. 120)
- Providing program support (Learning Disabilities, Language Based Learning Disabilities, Autism Spectrum Disorder, Structured Academics, Developmental Delay, Basic Academics)
- Attending IEP meetings, team meetings, mediations, Student Support Team school based meetings
- Interviewing and hiring staff
- Working with schools, families, departments to support all students



# CONTINUOUS IMPROVEMENT

# Year 2 Goals and Strategic Planning





# Strategic Planning Process



# STRATEGIC PLANNING TIMELINE

Leadership  
Retreat to  
discuss and  
plan the  
process

6/14

Communication  
to Cabinet and  
principals of  
the process

09/14

Parent  
Session  
held to  
gather  
input

10/14

Sessions  
held with  
OSS  
district/sc  
hool staff

10/14-  
2/15

Parent and  
CPSD staff  
surveys to  
gather  
input

11/14  
-12/14

Administra-  
tor, Parent  
and  
Community  
sessions

01/15-  
2/15

Draft  
plan/sh  
are  
plan/fin  
alize  
plan

3/15  
-6/15



# QUESTIONS TO PONDER



# QUESTIONS TO PONDER

- Do we believe that change is needed in the district and in the Office of Student Services to improve the outcomes for students with disabilities?
- If we agree that change is needed, do we have the courage to go through the change process to ensure systemic change for all students?
- What practices and beliefs are a barrier to improving the outcomes of students with disabilities?





Thank you!