



Purpose and Work Streams 2016-17

Student Services

Purpose

Purpose	Department Manager
<p>In alignment to the district's Strategic Framework the mission of the Department of Student Services is to ensure that all students, especially those with disabilities are engaged in high quality curriculum and instruction within inclusive educational environments leading to deep learning which results in college, career, and community readiness. To enact this vision, the Department of Student Services has two overarching areas of responsibility:</p> <ol style="list-style-type: none"> 1. Providing supports/services/instruction to all students in the areas of physical/mental/behavioral health. 2. Providing specialized services and supports such that students with disabilities are appropriately identified and receive a free appropriate public education through special education/related services and/or §504 accommodations resulting in meaningful benefit. <p>Student Services staff provide the necessary resources and supports to assist schools in increasing student access to high quality instruction, especially those experiencing barriers to success in areas such as attendance, achievement, behavior, physical health, mental health, and basic needs. By promoting wellness for the whole child, this department contributes to the district vision of preparing all children to be college, career and community ready upon graduation.</p>	<p>John Harper</p>

Major Work Streams

Title	Description	Lead
<p>Administration of Alternative Special Education Programs/Services</p>	<p>Administration of Alternative Special Education Programs/Services: Executive Director meets weekly with Assistant Directors/Coordinator on larger issues/problems/status. Executive Director meets every other week with the Coordinator who has direct supervision/evaluation responsibilities to review data/problem solve individual student or staff situations. Assistant Directors/Coordinator conduct a monthly Central Review Committee with the Instnsive Support Team to evaluate new applications, exiting students, monitor progress, problem solve on individual student issues. Coordinator holds weekly staff meetings (with alternative environment program staff) to review curriculum, assessment, coordination with partnering agencies-families. Coordinator oversees general operations of: LEAP, NEON, PRIDE, SBA, RESTORE, off-campus programming, Replay, Hospital school, Foundations Central, and Campus Connect.</p>	<p>John Harper, Jon Woloshin and Assistant Directors of Special Education and 504 (each as specific set of duties/responsibilities)</p>
<p>Budget Management</p>	<p>Budget Management. Effectively manage a budget of approximately \$80 M to administer specialized supports to students as well as special education/related services and Section 504 resulting in meaningful education benefit. Primary tasks include the strategicly allocating staff, material, curricular, professional development, and financial resources in an equitable manner that ensures student rights and results in meaningful student learning/outcomes. On a weekly basis, meet with Student Services accountant to review various aspects of the budget. On a weekly basis, discuss various aspects of the budget with the Student Services Administrative Team. During individual Assistant Director/Coordinator meetings (every other week) discuss aspects of various program budgets/purchases. On a monthly basis, review the time-limited SEA data. At the beginning of each semester, review student numbers and staffing patterns to consider movements/adjustments. Beginning in late January, participate in weekly internal meetings related to the budget (snapshot data, formula adjustments, scenarios, projections) to develop our overall staffing needs. During the spring of every year, engage multiple stakeholders in surveys, focus groups, data reviews to determine the following year's professional development priorities and associated purchases/activities (flowthrough budget). Starting in July of every year, begin completion of the DPI flowthrough application. On a daily basis, review all proposed special education requisitions.</p>	<p>John Harper</p>

<p>Technical Assistance, Procedural Guidance and Job Embedded Professional Development for Special Education Teachers and Assistants</p>	<p>Technical Assistance, Procedural Guidance and Job Embedded Professional Development for Special Educators. Provide district staff with specific written procedural guidance on all aspects of educating students with disabilities (IDEA and Section 504). Provide support to staff/families for high need students through the Intensive Support Team. Through multiple sources of data, the administrative/PD team prioritize professional learning outcomes for the upcoming year. Develop a calendar of professional development activities/topics by month to inform principals and staff. Administrative/PD team meets 2x/month to develop professional development content/identify presenter(s)/project manager(s). Provide twice monthly professional development to our program support teachers (PSTs) in high district/departments priorities (literacy, data analysis, IEP compliance) throughout the school year. PSTs in turn lead formal monthly professional learning opportunities in all of our schools. Student Services also provides professional development to groups/individuals around specific students. For example, PSTs provide support, guidance, and professional development for students with unique needs, autism, emotional behavioral/mental health and significant disabilities. Job Embedded Professional Development for Special Education Assistants: Provide professional learning opportunities for Educational Assistants (SEAs, EAs, and BEAs). Annually, the Department of Student Services develops and implements a comprehensive professional development plan for special education assistants (SEAs). This includes providing all the new staff with 6 different required orientation/topical trainings. Collaborate with Human Resources to coordinate the District's "grow your own program," where SEAs are supported in becoming special education teachers. Executive Director meets regularly with lead (SEA development) PST to plan and evaluate: summer institutes, October/February conferences, after school/PCT learning opportunities, and school specific professional learning opportunities.</p>	<p>John Harper and the Student Services Administrative Team</p>
<p>Administrative Oversight of IDEA and Section 504</p>	<p>Administrative Oversight of IDEA and Section 504. This includes but is not limited to: state budget documents, annual reporting, self-assessments of IDEA practices, dissemination of new legal/procedural changes, oversight of our electronic IEP and 504 system, accurately maintain all special education/504 student records, supervise and evaluate staff, provide professional development on a myriad of topics for >800 staff with responsibilities for ensuring IEP services (special education teachers, related service providers, SEAs, student services personnel). Assistant directors monitor the quality of IEPs in addition to basic compliance expectations. Provide administrative oversight (supervision/evaluation/management) of: Private & Parochial services, Child Find obligations, Project Search, OT, PT, S/L, Assistive Technology, ESY, and Autism. On an annual basis, meet with all private and parochial schools to take input on type/level of services regarding our proportionate share. On approximately a weekly basis, each assistant director meets with program support personnel to review staffing, services, professional development needs/implementation, and problem solve any specific issues. On a quarterly basis, S/L and OT/PT groups are provided intensive professional learning activities. On a monthly basis, review a data set which includes the school by school SPED STAT listing, initial evaluation reports, TLSEA, Oasys reports, and student achievement/behavior data. From this, the team determines schools if more in-depth data is needed and/or is a school identified for additional support through a diagnostic review. Diagnostic reviews are co-created with the principal/school partner. The assistant director leads the diagnostic review, analyzes the findings, and prepares a report/recommendations for the principal.</p>	<p>John Harper</p>



Student Services

Priority Projects 2016-17

COMP Priority Project	Strategic Framework Priority Area	Strategic Framework Priority Area Next Step	Project Lead	Q1 Key Implementation Steps	Q2 Key Implementation Steps	Q3 Key Implementation Steps	Q4 Key Implementation Steps	Metrics for Monitoring Completion and Success
Service Delivery for Students with Disabilities	I: Coherent Instruction	Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and Advanced Learners.	John Harper	Revise the roles/responsibilities of both the Assistant Director and PST to improve compliance, accountability and student outcomes. The highest leverage action was the service delivery process: (1) Identify highest priority schools for a service delivery analysis (2) communicate/collaborate with the principal on design team and (3) begin completion at our 4 highest needs schools. Engage in in quarterly meetings to review data and make necessary adjustments.	Revise the roles/responsibilities of both the Assistant Director and PST to improve compliance, accountability and student outcomes. (1) Identify next highest priority schools for a service delivery analysis (2) communicate/collaborate with the principal on design team and (3) begin completion of our next 4 highest needs schools. Engage in in quarterly meetings to review data and make necessary adjustments.	Revise the roles/responsibilities of both the Assistant Director and PST to improve compliance, accountability and student outcomes. (1) Identify highest priority schools for a service delivery analysis (2) communicate/collaborate with the principal on design team and (3) begin completion of our next 4 highest needs schools. Engage in in quarterly meetings to review data and make necessary adjustments.	Revise the roles/responsibilities of both the Assistant Director and PST to improve compliance, accountability and student outcomes. (1) Identify highest priority schools for a service delivery analysis (2) communicate/collaborate with the principal on design team and (3) begin completion at our remaining schools. Engage in in quarterly meetings to review data and make necessary adjustments.	We have developed a tracking tool which will enable us to monitor the implementation of all steps of the service delivery process for schools. By the end of the year, all schools will have minimally completed steps A & B, high priority schools will have completed steps A - E. Meeting dates/agendas will be used as evidence of the quarterly meetings between PST, assistant director, and principal.
Improved monitoring systems and implementing strategic actions to reduce factors contributing to disproportionality within special education	I: Coherent Instruction	Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and Advanced Learners.	John Harper and Scott Zimmerman	Begin completion of a written process to re-evaluate students in areas identified with disproportionality.	Finalize re-evaluation process and begin communicating the implementation timeline.	Provide specific guidance to PSTs and Principals on re-evaluation process.	Provide specific guidance to PSTs and Principals on re-evaluation process.	1. Creation of a step by step re-evaluation process. 2. Create and deliver professional development/guidance for affected district staff (principals, student services, and special education/related service staff). 3. Create data tracking systems to monitor timelines.
Implement improved processes to successfully transition students with disabilities from grade to grade, school to school, and from high school to adulthood	I: Coherent Instruction	Refine and implement a multi-tiered system of support that is focused on a data-based, problem-solving process for students who are struggling with behavior and/or academics or who need an additional level of advanced learning support.	John Harper	Begin completing/revising written processes to guide staff actions regarding transitioning from (1) grade to grade, (2) school to school and (3) high school to adulthood.	Finalize completing/revising written processes to guide staff actions regarding transitioning from (1) grade to grade, (2) school to school and (3) high school to adulthood.	Begin implementation of a revised transition process for students with disabilities.	Begin implementation of a revised transition process for students with disabilities.	1. Creation of a revised step by step transition process for students with disabilities. 2. Create and deliver professional development/guidance for affected district staff (principals, student services, and special education/related service staff). 3. Each assistant director will meet with their school-based PSTs /principal to review the transition needs of their students.