

KEY PERFORMANCE INDICATORS (KPIs)

OVERARCHING SYSTEMIC KPIs

- Decrease the percent of students suspended out of school in each student group by one percentage point (or maintain below 1%); no student group greater than 5%; and have no schools identified as disproportionate in suspension by MSDE (baseline 2021-2022).
- Decrease the number of years students remain in intervention for multiple years using a cohort model (baseline 2021-2022).
- Increase the percent of grades 3-8 students scoring proficient and distinguished in each student group, each year, by three percentage points on MCAP ELA and six percentage points on MCAP Math using a cohort model (baseline 2021-2022).
- Decrease the percent of students with disabilities in each student group to mirror the student population if the identified group is disproportionate (baseline 2021-2022).
- Increase the favorable response rate of students and staff to 90% on the systemic survey related to school climate, safety, and well-being from 2022-2023.
- Maintain a staff retention rate of 94% each year (baseline 2021-2022).
- Maintain the 98% of non-tenured teachers who achieve tenure status (baseline 2021-2022).
- Increase the favorable response rate of parents to 90% on the family engagement survey (baseline 2022-2023).

TARGETED DEPARTMENTAL KPIs

- Increase the favorable response rate of staff reporting higher quality IEPs and workload through the implementation of a new online IEP system based on the departmental survey related to special education central office support to 80% (2023-2024 baseline).
- Increase the favorable response rate of staff reporting workload based on the departmental survey related to special education to 80% (2023-2024 baseline).
- Increase the favorable response rate of staff to 80% on the departmental survey related to special education central office support (2023-2024 baseline).
- Decrease the number of students who are sent to other schools for service to meet their needs.

OUR VISION

Personalizing the Learning and Support for Every Student, Every Day

Our vision is to be a beacon of excellence and innovation in the realm of special education and student services. We envision a future where every student, including those with diverse learning profiles and needs, is fully embraced, supported, and empowered to thrive within our community.

ACTION PLAN

GOAL 1

ORGANIZATIONAL CULTURE OF ACHIEVEMENT

- Multi-tiered system of supports
- Inclusive practices

GOAL 2

OPERATIONAL EXCELLENCE

- Department of Special Education and Student Services Organization & Strategic Vision
- Online IEP System & IEP Development
- Staffing Allocations

GOAL 3

SAFETY AND WELLBEING

- Identification practices and disproportionality monitoring
- Specialized programs

GOAL 4

STAKEHOLDER ENGAGEMENT

- Report recommendations, advocacy centers and parent training & website

GOAL 5

STUDENT AND STAFF EXPERIENCE

- Behavior Support
- Staff Wellbeing

Frederick County Public Schools

STUDENT SUPPORT ACTION PLAN

For Students with Disabilities and Those Requiring Intervention



GOAL 1

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

COMMITMENTS

Consistently implement a multi-tiered system of supports that includes high-quality instruction and access to intervention services. This support leads to increased achievement and improved educational outcomes.

ESSENTIAL ACTION STEPS

- Establish a district-wide MTSS leadership team.
- Ensure staff understand all MTSS guidance and are provided professional learning to support consistent implementation.
- Expand interventions available for staff to support struggling learners.
- Review accessibility of system-wide resources and best practices, as it relates to MTSS support.
- Identify essential school-based and central staff to create necessary structures for collaboration, data analysis, and review as it relates to interventions and supports.

INCLUSIVE PRACTICES

COMMITMENTS

Provide access to quality educational opportunities and services for students with disabilities across the least restrictive environment continuum.

ESSENTIAL ACTION STEPS

- Examine and research inclusive models to identify an inclusive framework for FCPS schools and programs.
- Develop inclusive education professional learning opportunities for staff.
- Redesign resource models to provide supplementary supports and services.

- Craft an inclusive education implementation guide to highlight FCPS's standard operating procedures regarding inclusive education expectations, guidance, procedures, and practices.
- Central office staff will partner with school-based staff to develop inclusive environments through the usage of co-teaching models.

GOAL 2

DEPARTMENT OF SPECIAL EDUCATION AND STUDENT SERVICES ORGANIZATION & STRATEGIC VISION

COMMITMENTS

Support students with disabilities through the increased collaboration with school administrators and staff, clearly defined roles, and a strategic vision.

ESSENTIAL ACTION STEPS

- Redesign the Department of Special Education and Student Services organizational structure.
- Develop a vision and long-term action plan that will guide the DSE over the next five years.
- Clarify and define roles and responsibilities of central office staff to create transparent and collaborative structures to support student learning and individualized needs.
- Identify additional positions necessary for meeting the needs of students with disabilities throughout the system by analyzing current structures, workloads, and supports.

ONLINE INDIVIDUALIZED EDUCATION PROGRAM (OIEP) SYSTEM & INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

COMMITMENTS

Invest in a new electronic case management system to streamline IEP development and improve data monitoring and trend analysis. Additionally, staff will be supported in consistently developing high-quality IEPs.

ESSENTIAL ACTION STEPS

- Investigate purchasing a new online IEP system.
- Provide guidance and identify training opportunities to staff in developing quality IEPs.
- Create an IEP Compliance Manual that aligns with Individuals with Disability Act (IDEA), Code of Maryland Regulations (COMAR), and FCPS processes.

STAFFING ALLOCATION

COMMITMENTS

Implement a transparent staffing allocation model that is responsive to the needs of students and supportive of best practices in inclusive education.

ESSENTIAL ACTION STEPS

- Analyze staff (special education teachers and special education instructional assistants) workload to identify improvements in how staff and resources are allocated and utilized.
- Identify additional positions necessary for meeting the needs of special education students throughout the system by analyzing current structures, workloads, and allocations.
- Enhance professional learning available to special education support staff.

GOAL 3

IDENTIFICATION PRACTICES AND DISPROPORTIONALITY MONITORING

COMMITMENTS

Implement a consistent data collection and review process to ensure timely referrals and evaluations for students suspected of having a disability.

ESSENTIAL ACTION STEPS

- Track activity timelines and identification data to ensure timely access to interventions, evaluations, and trends in eligibility findings.
- Develop IEP guidance as it relates to the identification of disabilities and eligibility criteria.
- Provide targeted professional learning to school teams to build capacity as it relates to eligibility categories and identification codes.

SPECIALIZED PROGRAMS

COMMITMENTS

Expand access to quality educational opportunities and services for students with disabilities served in specialized programs.

ESSENTIAL ACTION STEPS

- Conduct a deep analysis of all student profiles in each specialized program to ensure appropriate placements and use findings to restructure instructional models.
- Define and expand service models for students with high-functioning autism.
- Research and purchase adapted curriculum for students in specialized programs to expand services.

GOAL 4

REPORT RECOMMENDATIONS, SUPPORT CENTERS AND PARENT TRAINING & WEBSITE

COMMITMENTS

Embrace family and community partnerships in order to make informed decisions and provide equitable opportunities for all students.

ESSENTIAL ACTION STEPS

- Implement and publicly report recommendation progress.
- Create parent support centers in order to expand systemic opportunities supporting families.
- Develop a parent training plan to support families and provide necessary resources (ie. understanding my child's Individualized Education Program [IEP]).
- Expand resources available to families and community members on the FCPS website to provide clarity, transparency, and accessibility.

GOAL 5

BEHAVIOR SUPPORT

COMMITMENTS

Expand resources and training opportunities for staff to better support students with behavioral and social emotional needs.

ESSENTIAL ACTION STEPS

- Provide behavior support training to FCPS staff.
- Evaluate current staffing models to identify appropriate staffing allocations to proactively support the behavioral needs of students.
- Identify additional positions necessary for meeting the needs of special education students throughout the system.

STAFF WELLBEING

COMMITMENTS

Invest in FCPS staff, from recruitment to retirement, ensuring highly qualified and effective staff have the skills/training needed to provide services and supports to promote the success of students with disabilities.

ESSENTIAL ACTION STEPS

- Provide staff opportunities for peer coaching and mentoring.
- Invest in opportunities to show appreciation for staff.
- Practice equitable recruitment and retention practices.
- Conduct focus groups and interviews with special education staff to identify best practices for recruitment and retention.

SURVEY LINK



CONTACT

If you have any questions or concerns, please direct them to the Office of Special Education at 301-644-5281