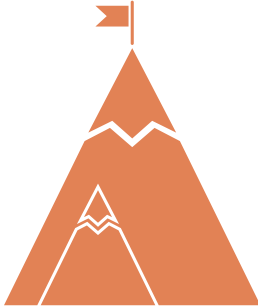


Pillar 4

Resources to Ensure All Students are Successful



Goal

Providing more support to students who need it the most, including students from low-income families, students who receive English learner services, and students who receive special education services. Ensuring all have access to behavioral health services as needed.

- ★ Improve the education of students receiving English Learner services
- ★ Improve education for students with disabilities
- ★ Provide supports for students attending schools with a high concentration of students from low-income families
- ★ Implement concentration of poverty grants to create community schools and improve wrap around services
- ★ Enhance student health services
- ★ Provide technical assistance for behavioral health needs

Status of Current Work

Community Schools

We currently have four Community Schools: Hillcrest Elementary, Waverley Elementary, Butterfly Ridge Elementary, and Lincoln Elementary.

We have a Community Coordinator and Nurse at each of the four schools.

A Supervisor of Community Schools position was created through local funding.

Schools are expanding upon current school partnerships to provide wraparound services.

A System Level workgroup has been created and meets monthly.

English Learner services

Program aligns with many of the recommendations made by the English Learner Blueprint workgroup.

Professional learning focuses on multilingualism as an asset, not only to the students themselves, but to their peers and the classroom as a whole.

Created a One Way Bilingual Immersion program at an elementary school with a large population of Spanish speaking students Kindergarten through 5th grade.

Expanded Dual Enrollment options to include a course specifically for English Learners simultaneously meeting their academic and language needs

Program continues to expand English Learner program offerings through school sites, course development, and curricular scaffolds

Special Education services

Outside audit of Special Education program solicited to identify areas of

growth in continuum of services, staffing, and professional development.

Hired a Supervisor of Board Certified Behavior Analysts (BCBA).

Created 17 Board Certified Behavior Analyst (BCBA) positions to support special education programs.

Developed and implemented a systemwide professional learning on the revised use of restraint and exclusion with the ban of seclusion.

Created two partnerships with community-based nonprofits to provide therapy dogs in schools to decrease student and staff stress and to increase student engagement, upon request by principals.

Created an electronic reporting system to monitor restraint and seclusion data and systemic responses to incidents, in collaboration with the Maryland State Department of Education (MSDE).

Behavioral Health

Developed a framework of Multi-tiered Systems of Support (MTSS).

Administrators and support staff are receiving ongoing professional learning regarding the implementation of MTSS.

Expanded New Horizons Summer Academy enrollment for high school students eligible for McKinney-Vento services and enhanced the social/emotional learning curriculum and experiences for these students.

Partnered with a community agency to expand service navigation to include two Spanish language providers to support McKinney-Vento students.

Implemented a Social Emotional Learning (SEL) curriculum in every school Pre-K through 8th grade.

Focus of Future Work

Developing and communicating a shared vision of Community Schools in Frederick County

Completion of the required asset/needs assessment which includes input from Families, Staff, Students, and Key Informants

Expanding English Learner program services to all schools in FCPS

Increasing the number of English Learner certificated teachers to better support English Learner students

Expanding Dual Enrollment options for English Learner students

Increasing access to communication tools for families and guardians of English Learner students

Recruiting and training more interpreters increasing the ability to provide services

Respond to recommendations from the Special Education audit