

Special Education Enhancement Plan: “The Process”

November 15, 2022

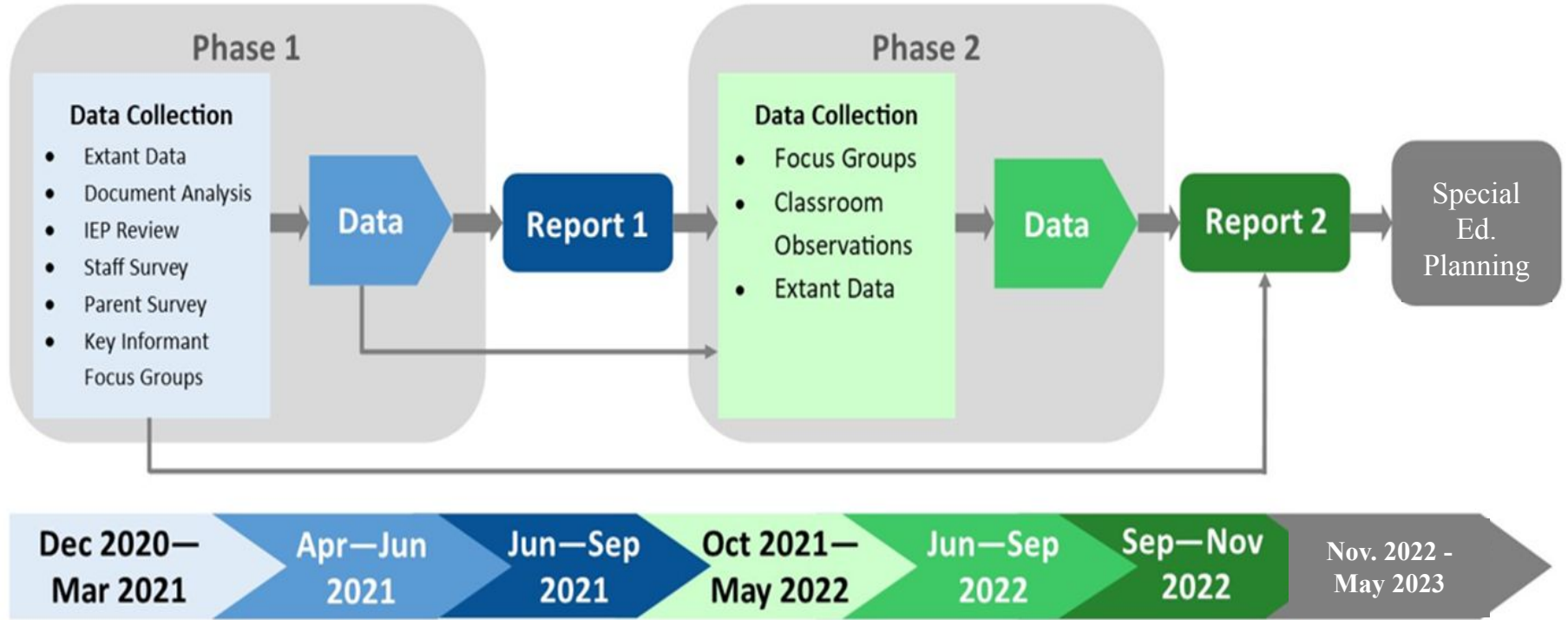


In response to a request from the School Board, an external review of FCPS' special education program was conducted by the American Institute for Research (AIR) which began December 2020 with the [final report](#) being presented at the October 4, 2022 School Board Work Session.

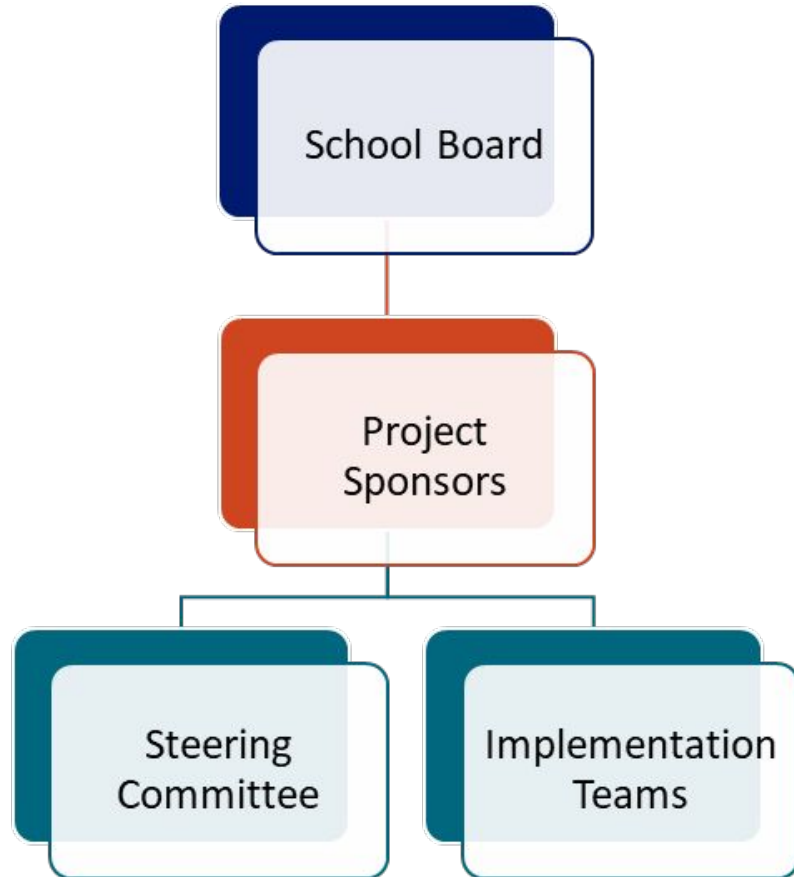
AIR was charged with four (4) goals:

1. Evaluate the system's design, structure, and established processes
2. Evaluate the adequacy of human capital resources
3. Analyze the alignment of services with evidence-based practices
4. Evaluate the effectiveness of communication with stakeholders

Project Timeline



Special Education Enhancement Plan Team Structure



School Board

The School Board will receive updates regarding the draft plan and provide feedback on the draft during specified periods of the development process as outlined in the plan schedule.

Project Sponsors

Under the direction of the Division Superintendent, the Chief Academic Officer and Assistant Superintendent for Special Services will serve as project sponsors and provide vision and support for the Steering Committee and meet regularly with the Implementation Team Co-Chairs and Project Managers to foster the development of a comprehensive plan.

Special Ed. Planning Team Structure

Steering Committee	Implementation Teams (one per focus area)
<p>Who: Internal and external stakeholders with diverse representation (e.g. school level, region, disability, etc.)</p> <p>Roles and Responsibilities:</p> <ul style="list-style-type: none">● Represents their constituency group (e.g. advisory committee, principal association, teacher association) and provides updates to their respective group throughout the development of the plan (not applicable to those who are not representing a group)● Develops the special education mission, vision, core values, goals (3-4) and strategic objectives (3-4 per goal) and provides feedback on implementation plans● Commits to participating in approximately six (6), 2-hour meetings between November 2022 and May 2023 and completing pre-meeting work outside of scheduled meetings	<p>Who: Multi-disciplinary team of FCPS staff with diverse content expertise</p> <p>Roles and Responsibilities:</p> <ul style="list-style-type: none">● Represents their respective department, serves as a liaison between their department and the implementation team, provides updates regarding the draft plan to their department, and facilitates the completion and support of tasks within their department● Develops implementation plans that outline actions to address the identified strategic objectives that support plan goals● Commits to prioritizing work on implementation plan development between November 2022 and May 2023

Steering Committee

Students	Parents/Guardians	School-Based Staff	Central Office Staff	Experts*
<p>Student Association Representative</p> <ul style="list-style-type: none"> SEAL, SSAC 	<p>School Board Advisory Committee Representative</p> <ul style="list-style-type: none"> ACSD, TPAC, MSAOC, SHAC, AAPAC, HRAC <p>PTA Representative</p> <ul style="list-style-type: none"> SEPTA, FCCPTA 	<p>Association Representative FEA, FCFT, AFPE</p> <p>Principal Association Representatives</p> <ul style="list-style-type: none"> FAESP MSPA HSPA 	<p>Literacy ESOL Math Transition AAP Data Sped. Procedural Support Special Ed. Instruction Intervention & Prevention Communications Prof. Learning Family Partnership Equity School Support Human Resources</p>	<p>AIR Rep. FCHD Rep. CSB Rep. Higher Ed. Rep. T/TAC Rep.</p> <p>*Subject to confirmation of participation</p>
<p>Stratified Random Sample of Students</p> <ul style="list-style-type: none"> Middle (5) High (5) Non-Traditional Public Separate 	<p>Stratified Random Sample of Parents/Guardians</p> <ul style="list-style-type: none"> PreK Elementary (2) Middle (2) High / Secondary (2) Non-Traditional Public Separate Private Day Military Connected 	<p>Professional Staff</p> <ul style="list-style-type: none"> PreK Elementary Middle High / Secondary Non-Traditional Public Separate Related Service Provider <p>Paraprofessional Staff</p> <ul style="list-style-type: none"> PreK Elementary Middle High / Secondary Non-Traditional Public Separate <p>School-based Administrator</p> <ul style="list-style-type: none"> Non-Traditional Public Separate 		

The Special Education Enhancement Plan Schedule is comprised of three (3) phases:

- **Phase I: Engage** Fall 2021 - December 9, 2022
- **Phase II: Focus** December 12, 2022 - May 26, 2023
- **Phase III: Execute** June 1, 2023 - July 31, 2026

Note: The following variables were considered when drafting the plan schedule: a) holidays (Thanksgiving, winter break and spring break), b) inclusion of voice from external and internal stakeholders, and c) multiple opportunities for feedback during the plan development process.

Phase I: Engage

Phase I - Engage				
Survey FCPS Students, Parents, and Staff	American Institute for Research (AIR)			
Conduct Focus Groups with FCPS Stakeholders	American Institute for Research (AIR)			
Conduct Data Analysis of Various Data Points to Determine FCPS' Current State	American Institute for Research (AIR)			
Based on Data Analysis, Identify Strengths and Areas in Need of Improvement	American Institute for Research (AIR)			
Identify the Steering Committee	FCPS Departments, ORSI		11/1/22	11/18/22
Share the Special Education Enhancement Planning Process with the School Board	Project Sponsors		11/15/22	11/15/22
Review AIR Report with the Steering Committee	AIR & OAG		11/28/22	12/3/22
Identify the Implementation Teams	DSS		12/5/22	12/9/22

Note: A PDF of the special education enhancement plan schedule can be accessed on Board Docs.

Phase II: Focus

Phase II - Focus

Draft Special Education Mission, Vision, Guiding Principles, Goals, and Strategic Objectives	Steering Committee	12/12/22	1/20/23
Share Draft Mission, Vision, Guiding Principles, Goals, and Strategic Objectives with the School Board, Staff, and Community	Project Sponsors, OCCR	2/6/23	2/10/23
Review and/or Revise Draft Mission, Vision, Guiding Principles, Goals, and Strategic Objectives	Steering Committee	2/21/23	2/23/23
Share Updated Mission, Vision, Guiding Principles, Goals, and Strategic Objectives with the School Board, Staff and Community (as appropriate)	Project Sponsors, OCCR	2/27/23	3/3/23
Draft Implementation Plans for Each Strategic Objective	Implementation Teams	3/6/23	3/31/23
Share Implementation Plans with the Steering Committee	Implementation Team Co-Chairs	4/10/23	4/14/23

Note: A PDF of the special education enhancement plan schedule can be accessed on Board Docs.

Phase II: Focus

Review and/or Revise Implementation Plans (as appropriate)	Implementation Teams	4/17/23	4/21/23
Share Updated Implementation Plans with the Steering Committee (as appropriate)	Implementation Team Co-Chairs	4/24/23	4/28/23
Share the Comprehensive Special Enhancement Plan with the School Board	Project Sponsors	5/8/23	5/8/23
Share the Comprehensive Special Enhancement Plan with the Public (e.g., FCPS webpage, Employee News, FCPS This Week, Social Media)	OCCR	5/23/23	5/26/23

Note: A PDF of the special education enhancement plan schedule can be accessed on Board Docs.

Phase III: Execute

Phase III - Execute

Implement the Special Education Enhancement Plan	FCPS Staff	6/1/23	7/30/26
Provide Semi-Annual Updates to the School Board	Project Sponsors	9/1/23	7/30/26
Provide Annual Updates to the Public (e.g., FCPS webpage, News You Choose, Social Media)	Project Sponsors, OCCR	9/1/23	7/31/26

Note: A PDF of the special education enhancement plan schedule can be accessed on Board Docs.

During the time frames indicated in the plan schedule, **stakeholders** will ...

- **Receive** updates regarding the draft mission, vision, goals, and core values
- **Provide** feedback about draft mission, vision, goals, and core values



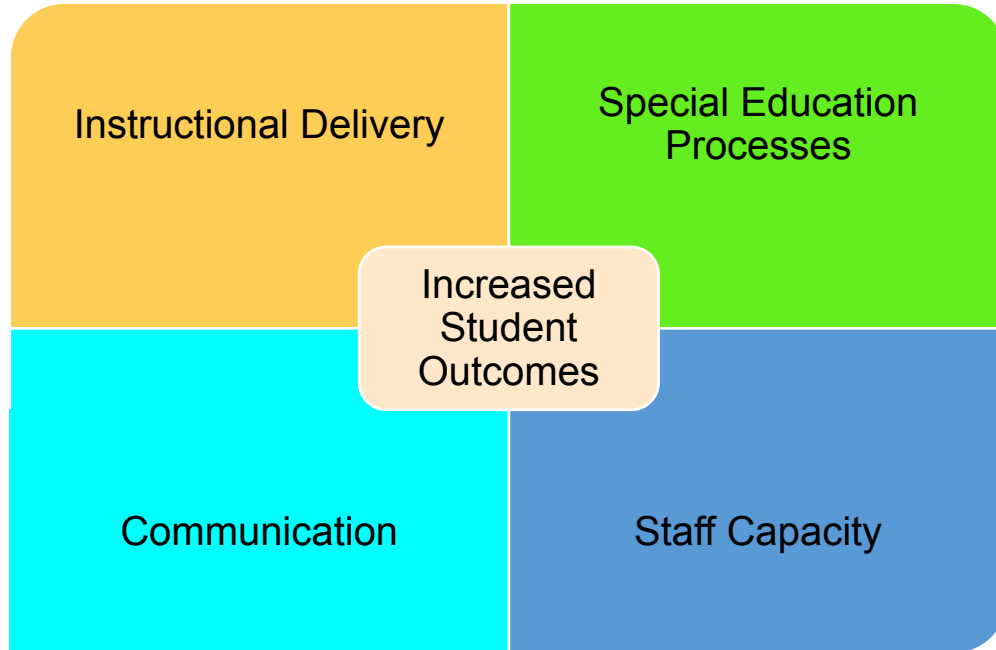
The Special Education Enhancement Plan is intended to **enhance outcomes for students with disabilities** and **support** the goals in the **Division Strategic Plan**.

- Given FCPS Division Strategic Plan and the Special Education Enhancement Plan are being developed simultaneously, it will be important to be aware of proposed goals in the division plan while it is being developed to ensure the Special Education Enhancement Plan is **aligned** and **compliments** the **Division Strategic Plan**.



Four Focus Areas and Metrics

Based on recommendations put forth in the AIR report, the special education enhancement plan will center on four (4) focus areas: instructional delivery, special education processes, communication, and staff capacity, all of which are aimed at **increasing student outcomes**.



Success Metrics

- Reading SOL Results
- Math SOL Results
- Indicator 1
(Standard or Advanced Diploma)
- Indicator 5a
(Least Restrictive Environment)
- Indicator 14
(Post-Secondary Outcomes)
- Discipline Risk Ratios
- Indicator 4 (Discipline)

Note: The list above is illustrative, not exhaustive.

The Special Education Enhancement Plan will consist of short-term, mid-term, and long-term strategic actions within each of the four (4) focus areas:

- Short-term: 0 - 6 months
- Mid-term: greater than 6 months -12 months
- Long-term: greater than 12 months - 36 months



Recommendations from AIR have been crosswalked into one or more of the four (4) focus areas for alignment

AIR Recommendation Crosswalk

Focus Area	Instructional Delivery	Special Education Processes	Communication	Staff Capacity
Sample Topics to be Addressed within the Focus Area	<ul style="list-style-type: none"> • Direct Instruction • Inclusive Practices • Multi-tiered Systems of Support (academic & wellness) • Implementation fidelity 	<ul style="list-style-type: none"> • IEP Development • Eligibility Development • Data Collection • Progress Reporting • Secondary Transition • Implementation fidelity 	<ul style="list-style-type: none"> • Transition Between Grade Levels • Translation and Interpretation Services • Accessibility Support • School-based Communication to Staff • Division Communication to Staff • Division Communication to Parents/Guardians • Implementation fidelity 	<ul style="list-style-type: none"> • Professional Development • Staff Workload • Recruitment and Retention • Implementation fidelity
AIR Recommendation Alignment by Focus Area	Multi-Tiered Systems of Support: 2a, 2b, Instructional Supports and Resources: 3a, 3b, 3c	Data Driven IEP Development: 1a, 1b, 1c, 1d, 1e, 1f, 2a, Staff Supports and Resources: 4a, 4b	Stakeholder and Community Engagement: 6a, 6b, 6c	Staff Supports and Resources: 4b, 4c, Professional Learning Systems: 5a, 5b

Work In Progress Aligned with AIR Recommendations

Planned Worked Aligned with AIR Recommendations

Current and Near Future Special Education Actions Supportive of the American Institute for Research (AIR) Recommendations

(Posted on Board Docs)

FCPS has initiated and/or will initiate actions that support AIR's recommendations while the Special Education Enhancement Plan is being developed. The current and near future actions fall within the following six (6) categories:

1. IEP Development
2. Multi-tiered Systems of Support
3. Instructional Delivery and Inclusive Practices
4. Attracting and Retaining an Effective Workforce
5. Communication Supports
6. Reducing Discipline Disproportionality

Note: The detailed list of current and near future actions within the six (6) categories outlined above can be accessed on Board Docs.

In order to maximize student outcomes, the Office of Special Education Instruction (OSEI) will be reviewing and revising its support model in order to provide **targeted support to schools and classes by level of need.**

- Shifting from an Equal Model to an **Equity Model**

Budget Considerations

The budget considerations listed below are examples of supports that have been identified to support teacher workload and capacity building for novice special education teachers: two areas of the various areas that will be addressed in the special education enhancement plan. Please note that these considerations do not reflect the comprehensive requests that will be associated with the plan as the plan has not been developed, as indicated in the proposed schedule.

AIR Rec.	Consideration	Rationale	Projected Cost
4b (5a, 5b)	<p>Secondary: Incorporation of an additional planning period (special ed planning period) in the master schedule</p> <p>Elementary: Eight (8) special education planning days per year</p>	<p>Providing release time will provide special education teachers time to complete special education tasks (e.g. data collection and analysis, IEP drafting, collaboration with other staff who serve students on the caseload, etc.) that typically would have to be completed outside of work hours and provides time during the day for staff to receive targeted professional development and/or coaching to build staff capacity to meet students' needs.</p>	<p>\$40.2M (secondary planning period)</p> <p>\$1.9M (elementary planning days)</p> <p>19</p>

Budget Considerations

AIR Rec.	Consideration	Rationale	Projected Cost
5b	<p>Special Education Summer Academy for New and Provisionally License Special Education Teachers</p>	<p>Professional development specifically for new and provisionally licensed special education teachers. Supporting the needs of this group is critical for staff retention and capacity building to ensure staff have the skillset to support students' diverse and dynamic needs.</p>	\$0.9M
5b	<p>Five (5) additional new special teacher mentor coaches and one (1) new special education teacher specialist</p> <p>Conversion of the five (5) existing teacher mentor coach contract from 209 to 219</p>	<p>Providing additional mentor coaches will reduce the staff to mentor coach ratio to enable mentor coaches time to provide increased targeted coaching for new and provisionally licensed special education teachers and teacher residents to increase teacher capacity to meet students' needs.</p>	\$781,105
<p>Total Projected Cost</p>		<p>\$43.8M</p>	

Budget Consideration Alternatives



Option	Consideration	Projected Cost
	Initial Consideration	\$43.8M
<p>Alternative 1 Phased implementation of support for other schools to be identified in the Sped Enhancement Plan</p>	<p>Planning Days</p> <ul style="list-style-type: none"> ● All Elementary Schools ● Key, Kilmer, and Burke (elem) <p>Planning Period</p> <ul style="list-style-type: none"> ● Burke (middle) ● Middle Schools <p>New Teacher Support New Mentor Coaches (5), Specialist (1), and position conversion of existing mentor coach positions</p> <p>*Phased implementation of support for other schools to be identified in the Sped Enhancement Plan</p>	\$16.2M
<p>Alternative 2 Phased implementation of support for other schools to be identified in the Sped Enhancement Plan</p>	<p>Planning Days</p> <ul style="list-style-type: none"> ● All Elementary Schools ● Key, Kilmer, Burke (elem) <p>Planning Period</p> <ul style="list-style-type: none"> ● Burke (middle) <p>New Teacher Support New Mentor Coaches (5), Specialist (1), and position conversion of existing mentor coach positions</p>	\$3M

FCPS will continue to partner with the American Institute for Research (AIR) through a pro bono period consisting of **57 hours**. The pro bono period will consist of the following work:

- Provision of research and model practices to address the following: a) staff workload, b) discipline disproportionality, and c) staffing models (~35 hours)
- Participation on the Special Education Enhancement Plan Steering Committee (~10 hours) through Jan. 31, 2023, end of the pro bono period
- Review and provide feedback on the draft Special Education Enhancement Plan through Jan. 31, 2023, end of the pro bono period (~10 hours)
- Review the IEP updates professional development (~2 hours)

Board Discussion, Questions, and Feedback

