



**Franklin-McKinley
School District**

PREPARING ALL CHILDREN AS GLOBAL LEARNERS

Prioritizing Diverse Student Needs

Resolution 2018-44

Implementation Plan

2019-2022

Educational Services Division

June 25, 2019

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Background

On November 13, 2018, the Franklin McKinley Board of Education approved resolution No 2018-44. The Board directed staff to develop a three-year plan to be implemented in response to the key areas of the resolution. Between November 2018 to June 2019, the Director of Special Education met with various stakeholder groups to collect information, feedback and determine the key actions for the plan for each area of the resolution.

The plan is intended to be a working document that guides the work of the staff and is to be updated annually to reflect key learnings for the following year's implementation and to include any new legislation or changes directed to school districts in serving our Students with Disabilities. At the same time, Franklin-McKinley School District (FMSD) is embarking on a new district wide initiative, the Multi-tiered System of Support (MTSS) beginning in 2019-20 at the awareness level. The goal will be to align the work from this plan to MTSS as the district evolves in the implementation.

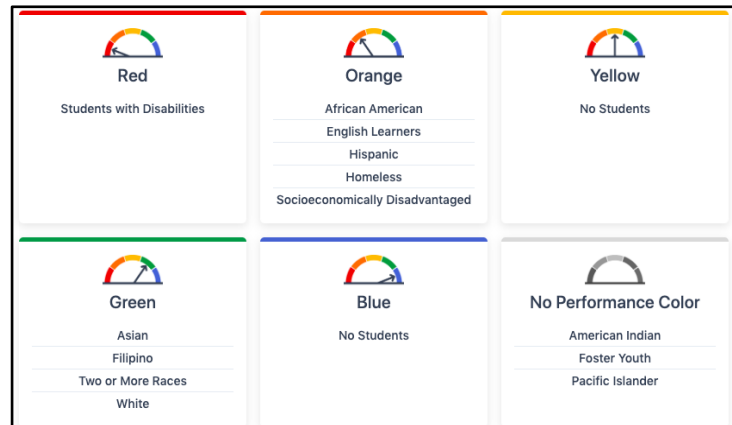
The resolution identifies key areas of needed attention: 1) onboarding of new staff in Special Education; 2) compliance with Individualized Educational Plans to reflect meaningful benefits; 3) the need for integrated professional development with general and special education teachers; 4) alternative reclassification for Students with Disabilities and 5) the implementation of Multi-tiered Systems of Support (MTSS) to address alternative behavioral interventions and attention to the social-emotional needs of all students.

This document outlines a three-year plan for each key area. In collaboration with the Santa Clara County Office of Education, Franklin McKinley School District will be implementing MTSS to address the needs expressed in the resolution. A more detailed district plan will be developed in the 2019-20 year.

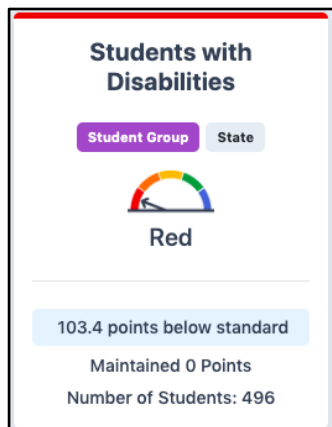
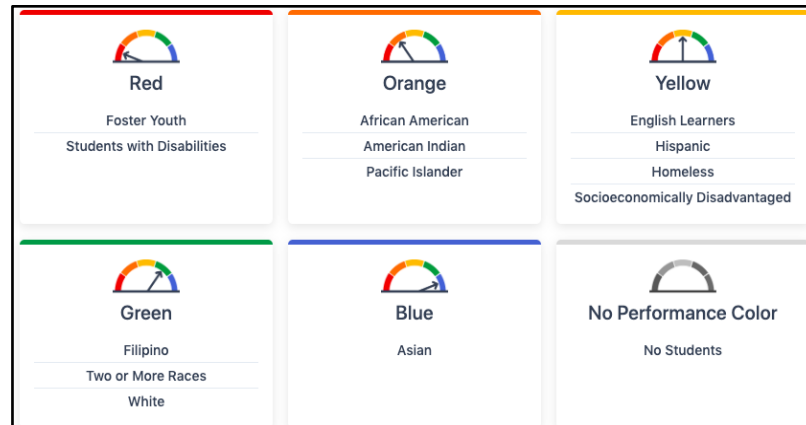
Performance on State Assessment

Franklin McKinley's Students with Disabilities (SWD) is one of the district's significant subgroups in the current California accountability system called the California Dashboard. Based on the most recent California Dashboard results from Smarter Balanced Assessment Consortium (SBAC) in 2018, Students with Disabilities scored at the lowest performance level similar to the State's total SWD results in English Language Arts (ELA).

Franklin-McKinley ELA Dashboard 2018



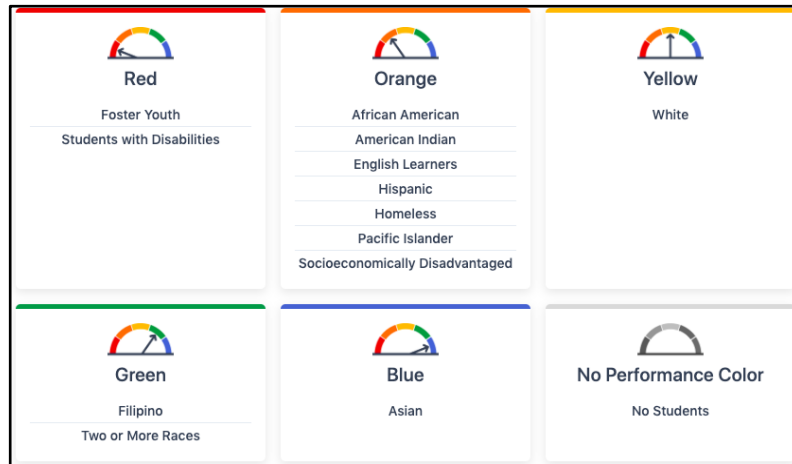
State Dashboard ELA 2018



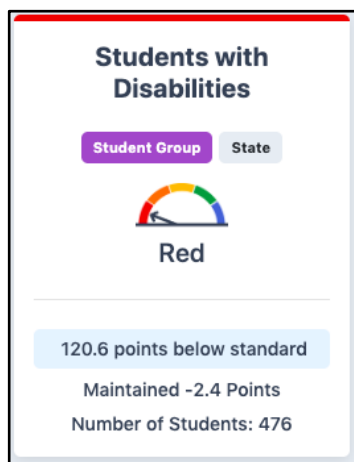
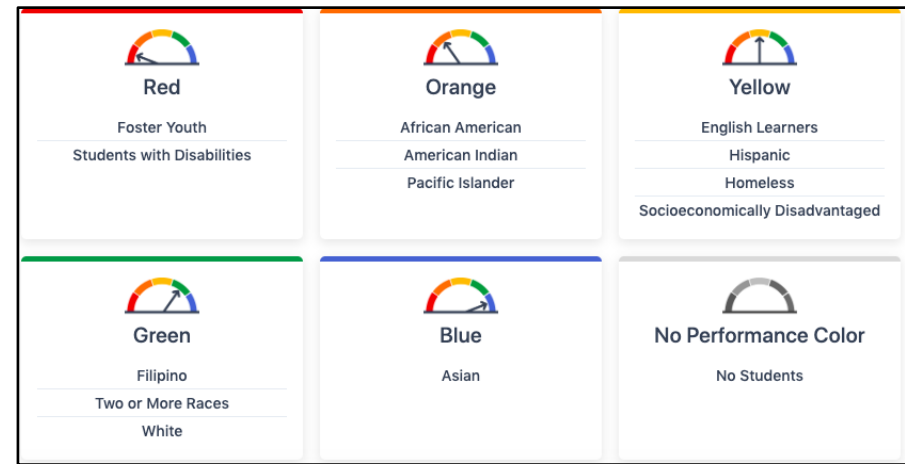
FMSD's 496 grade 3-8 SWD group made 0 points growth from 2017 to 2018.

In Mathematics, SWD scored in the lowest performance level indicated by the red color on the California Dashboard similarly as the State of California.

Franklin-McKinley Math Dashboard 2018



State Mathematics Dashboard 2018



FMUSD's Grade 3-8, 476 students who took the SBAC had a 2.4-point growth in Math from 2017-18 and remained in the red performance level.

Table 1. shows the Student with Disabilities growth in English Language and Math based on SBAC for the past four years.

Table 1. Students with Special Needs SBAC Results from 2014-2018

 Students with Special Needs SBAC Results 2014-2018										
Levels	2014-15 ELA	2015-16 ELA	2016-17 ELA	2017-18 ELA	Change from 2014-15 to 2017-18	2014-15 Math	2015-16 Math	2016-17 Math	2017-18 Math	Change from 2014-15 to 2017-18
Exceeded	2%	2%	3%	3%	(+1)	2%	3%	3%	5%	(+3)
Met	7%	7%	8%	8%	(+1)	6%	9%	7%	8%	(+2)
Nearly Met	16%	16%	16%	17%	(+1)	16%	16%	13%	15%	(-1)
Not Met	75%	75%	73%	71%	(-4)	76%	72%	76%	73%	(-3)

Identified Needs

District staff analyzed state and local data and reviewed student's Individualized Educational Plans. Per data from CAASPP 2017-2018, 11% of the students with special needs met or exceeded standards in the ELA and 13% in Math. In the past four years, Students with Disabilities' scores have remained flat. Local indicators are similar to State data. FMSD administers the Renaissance STAR Enterprise test as a benchmark. After each cycle, data is shared with principals to support site level planning. The special education staff is aware of the status of special education students and periodic data analysis of student performance will be monitored according to IEP needs and benchmark assessment. This data analysis process occurs at the end of each trimester for K-6 and at the end of each quarter for grades 7-8. The Results Oriented Cycle of Inquiry process occurs at the district, site, and grade level. Data Zone enables staff to drill down to look at students who have dropped in performance from benchmark to benchmark. A large part of the emphasis on inclusion and support of special education staff will be the continued alignment of curriculum and integrated professional development opportunities with district initiatives for all teachers with a special emphasis on special education support and training for teachers.

The FMSD has recognized improvement in ELA and Math scores at certain sites. The District team recognized professional development in Guided Reading initiative with each teacher via utilizing the Teacher on Special Assignment (TOSA) to provide one to one professional development by the way of modeling, supporting, coaching and monitoring the implementation of Guided Reading at each site. In addition, District provides professional development to new special education staff in the areas of writing compliant IEPs, SEIS, legal updates, Orton Gillingham; multi-sensory approaches to reading and writing, assessment, and positive behavior management approaches.

The root causes discussions with stakeholder groups concluded that contributing factors to the challenges in improving student outcomes are primarily to the following: lack of implementation of new skills and approaches, lack of accountability for the use of aligned curriculum, the need for site administrators to expand their knowledge in supporting teacher practice in the classroom and more importantly, the lack of rigor and expectations for students with special needs in meeting state targets. A key conclusion in the discussions is the need for site leaders to be more informed and trained in Special Education processes and procedures to ensure not only compliance, but also a need to advocate and support quality instruction for students who are being served in special education. The three year plan in response to Resolution No. 2018-44, will provide opportunities for all stakeholders to recognize their role in improving student achievement and supporting the staff who serve Students with Disabilities.

Process

Director of Special Services facilitated a number of meetings to present the resolution and discuss challenges and possible solutions.

Table 2 indicates the sessions that were held to discuss the resolution, discuss challenges and proposed solutions.

Table 2. Stakeholder Sessions

Meeting	Dates
Special Education District Advisory Committee (SEDAC) (representatives from FMEA, general and special education teachers)	11/28/18, 2/27/19, 5/29/19
Program Specialists and Behavior Intervention Manager	11/30/18, 12/17/18
Special Education Quarterly Meeting (all FMSD special education staff)	12/6/18, 6/6/2019
Psychologists	12/7/18, 1/11/19,
District Special Education Parent Meetings	1/31/19, 5/30/2019
Resource Specialist Teachers	1/10/19
Speech and Language Pathologists	1/24/19
Assistant Superintendent of Ed Services, Director of Multilingual Programs (SCCOE), Program Specialists, Director of Special Services-Alternative Reclassification Committee	2/4/19, 3/5/19, 4/9/19 6/7/19

Summary of Improvement Strategies

- Continue to offer professional development and ensure that new staff hired to FMSD has opportunities to be mentored and supported by FMSD experienced staff and site administration.
- Ensure program accommodations and modifications of the students with disabilities are implemented with fidelity per student's IEP.
- Include “meaningful benefit” as part of the training and reviews of IEP development.
- Review local performance indicators with fidelity and continue to monitor student progress.
- Work with site principals to plan opportunities for integrated professional development. The implementation of the inclusion model at Lairon, Kennedy and Meadows will be reviewed as a pilot for learning what works in this type of professional development model.
- Develop clear alternate reclassification criteria and procedures. Train all Special Education and site principals on the revised criteria and procedures.
- Include Special Education staff in the development of the district's MTSS plan.
- Develop systems for obtaining feedback on all actions in the plan to ensure staff is meeting the goals, identified needs of students and staff in a true cycle of continuous of improvement.

Goal 1: Onboarding

Goal:

Provide a sustainable onboarding process that supports new staff members providing services to student with special needs

Board Policies:

BP 4116, BP 4115, BP 4131, AR 4131, BP 4131.1, BP 0460 LCAP

Metrics Outcomes:

Pre and Post Surveys; Teacher feedback from professional development surveys
Documentation of professional development participation;

YEAR 1 2019-2020	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
1.1	Leadership: Administer a pre-survey to determine needs and based on pre-survey results provide site administrators with professional development to develop their capacity to lead and support special education staff at their sites through a system of support and implementation Content to include; legal mandates, successful IEP implementation, accommodations &	Site Principals, Director of Special Services, Program Specialists	Design survey; attendance at professional development sessions, conferences, and committee meetings, participate in classroom walk-through with the Director of Special Services and Program Specialists	Increase in skills and knowledge as measured by pre and post-surveys to show participation and proficiency	Survey October 2020 (baseline); PD to be complete by June 2020

	modifications, evidence-based strategies to increase student growth, LRE, Statewide assessment, program options				
1.2	New Special Education Staff will attend district and site sponsored professional development related to the use of the curriculum and interventions programs.	Site Principals, Director of Special Services, Director of Curriculum and Instruction, SPED TOSA	Required professional development to include; Guided Reading Orton Gillingham Engage NY Lexia Zearn Evidenced-based strategies to increase student's growth	Participation of new teachers in professional development (sign-in sheets, surveys); data from non-evaluative classroom visits, self-assessment data	June 2020
1.3	Provide professional development, mentoring and resources to • new teacher interns • new special education teachers to FMSD and • new special education staff (SLPS, psychologists, etc.) Required Professional Development content to include; legal mandates, timelines, assessments, writing compliant IEPs, linguistically appropriate goals for ELLs, accommodations &	Director of Special Services, Program Specialists, Site Principals, SPED TOSA	1-SPED TOSA To meet with interns every two weeks in the first semester and monthly thereafter; • classroom visits • modeling of lessons • planning • resources 2-Evidence of required Professional Development sessions	Implementation of District approved curriculum and effective instructional practices: Teacher retention	June 2020

	modifications, evidence-based strategies to increase student growth, least restrictive environment (LRE), Statewide assessment, and program options				
1.4	New Special Education staff to FMSD (Teacher Interns, Teachers new to FMSD, Speech and Language Pathologists, Psychologists, etc.) will receive onboarding orientation at the beginning of school year, The content will include program options, system of supports on resources (meetings, schedule, intranet resources, handbook, etc.)	Director of Human Resources, Director of Special Services, and Director of C&I Site Principals	Introduction to resource and staff at the District; review FMSD programs procedures and protocols related to SPED, SPED handbook, calendar of events, review modes of communication, introduction to Districtwide data system	Familiarize new staff to the FMSD procedures and protocols related to SPED	August 2019
YEAR 2 2020-2021	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
1.1	Based on results of post survey, provide site administrators with specific professional development based on identified needs	Site Principals, Director of Special Services, Program Specialists	Continue professional development	Increase in skills and knowledge as measured by surveys; Walkthroughs with Director of Special Ed and Site Principal	June 2021

1.2	Site Administrators will provide opportunities for new teachers to learn from outside sources and each other by visiting classroom, modeling lessons, planning, and resources	Site Principals, Director of Special Services, SPED TOSA	Visiting other classrooms and schools to observe and analyze teaching approaches/strategies, and learn from feedback and self-reflection	Non-evaluative classroom visits data, self-assessment data	June 2021
1.3	Provide professional development, mentoring and resources to • new teacher interns • new special education teachers to FMSD and • new special education staff (SLPS, psychologists, etc.) Required Professional Development content to include; legal mandates, timelines, assessments, writing compliant IEPs, linguistically appropriate goals for ELLs, accommodations & modifications, evidence-based strategies to increase student growth, least restrictive environment (LRE), Statewide assessment, and program options	Director of Special Services, Program Specialists, Site Principals, SPED TOSA	1-Meet with interns every two weeks in the first semester and monthly thereafter; • classroom visits • modeling of lessons • planning • resources 2-Evidence of required Professional Development session	Implementation of District approved curriculum and effective instructional practices: Teacher retention	June 2020

1.4	New Special Education staff to FMSD (Teacher Interns, Teachers new to FMSD, Speech and Language Pathologists, Psychologists, etc.) will receive onboarding orientation at the beginning of school year, The content will include program options, system of supports on resources (meetings, schedule, intranet resources, handbook, etc.)	Director of Human Resources, Director of Special Services, and Director of C&I	Introduction to resource and staff at the District; review FMSD programs procedures and protocols related to SPED, SPED handbook, calendar of events, review modes of communication, District wide data system	Based on previous year feedback improve onboarding orientation for new staff to the FMSD procedures and protocols related to SPED	August 2020
YEAR 3 2021-2022	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
1.1	Based on results of post survey, provide site administrators with specific professional development based on identified needs	Site Principals, Director of Special Services, Program Specialists	Continue professional development	Increase in skills and knowledge as measured by surveys	June 2022
1.2	Site Administrators will provide opportunities for new teachers to learn from outside sources and each other by visiting classroom, modeling lessons, planning, and resources	Site Principals, Director of Special Services	Visiting other classrooms and schools to observe and analyze teaching approaches/strategies, Analyzing others works	Evidence of improved teacher practice	June 2022
1.3	Provide professional development, mentoring and resources to new teacher interns	Director of Special Services, Program Specialists, Site Principals, SPED	1-Meet with interns every two weeks in the first semester and monthly thereafter;	Implementation of District approved curriculum and	June 2020

	• new special education teachers to FMSD and • new special education staff (SLPS, psychologists, etc.) Required Professional Development content to include; legal mandates, timelines, assessments, writing compliant IEPs, linguistically appropriate goals for ELLs, accommodations & modifications, evidence-based strategies to increase student growth, least restrictive environment (LRE), Statewide assessment, and program options	TOSA	-classroom visits -modeling of lessons -planning -resources 2-Evidence of required Professional Development sessions	effective instructional practices: Teacher retention	
1.4	New Special Education staff to FMSD (Intern-Teachers, Teachers new to FMSD, Speech and Language Pathologists, Psychologists, etc.) will receive onboarding orientation at the beginning of school year; The content will include program options, system of supports on resources (meetings, schedule, intranet resources, handbook, etc.)	Director of Human Resources, Director of Special Services, and Director of C&I	Introduction to resource and staff at the District; review FMSD programs procedures and protocols related to SPED, SPED handbook, calendar of events, review modes of communication, District wide data system	Based on previous year feedback improve onboarding orientation for new staff to the FMSD procedures and protocols related to SPED, and Identify	August 2021

				experienced SPED staff member to provide mentoring to new employee	
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Goal 2: IEP Compliance and Meaningful Educational Benefit

Goal:

Implement monitoring systems to ensure Special Education Teachers and Staff writing compliant IEPs ensuring "meaningful educational benefit" for all students

Board Policies:

BP 4131, AR 4131, BP 0460 LCAP, BP 6159, BP 0420, BP 0420.3, AR 0420.3, BP 6159, AR 6159

Metrics Outcomes:

CDE Audits of IEPs (Data Identified Non-Compliance and Performance Indicators Review) and Internal review of IEPs; demonstrated growth on local student performance assessments (Ren Star, NSGRA)

YEAR 1 2019-2020	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
2.1	Provide professional Development twice a year to special education teachers to include content and understanding of compliance and "meaningful Educational Benefit," accommodations/modifications, -In addition, teachers will receive 1:1	Director of Special Services, Program Specialists	Define "meaningful Educational Benefit" via SEIS Training, Writing a compliant IEP, Legal updates	Compliant IEPs	June 2020

	Technical Support from program specialists regarding developing a well written IEP to include appropriate accommodations and modifications				
2.2	Monitor IEPs via SEIS IEP Checklist	Director of Special Services, Program Specialists, and Site Principals	Monthly review of IEPs via SEIS IEP Check List and follow up meeting with Special Education Teachers/Staff	Compliant IEPs	June 2020
2.3	Monitor student growth and achievement for students with disabilities	Director of Special Services, Program Specialists, and Site Principals and District MTSS leadership team	Benchmark assessments, CAASPP, district monitored interventions	Student progress as indicated by local and state assessment results	June 2020
2.4	Begin planning professional development for general education teachers in understanding of their role in supporting student with special needs in their classrooms	Assistant Superintendent of Student Services, Director of Special Services	Convene a group of special education and general education staff to identify the key components of the professional development and how it will be implemented	Well-designed professional development plan	February 2020
YEAR 2 2020-2021	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
2.1	Based on prior year progress, continue providing professional Development twice a year to	Director of Special Services, Program Specialists, Assistant	Define “meaningful Educational	Compliant IEPs	June 2021

	include content and understanding of compliance and “meaningful Educational Benefit,” accommodations/modifications, in addition teachers will receive 1:1 Technical Support from program specialists regarding developing a well written IEP to include appropriate accommodations and modifications	Superintendent of Human Resources	Benefit” via SEIS Training, Writing A compliant IEP, Legal updates		
2.2	Continue to monitor IEPs via SEIS IEP Checklist	Site Principals, Director of Special Services, Program Specialists	Site administrators actively participate in the IEP team meeting and review IEP documents prior to the IEP team meeting for accuracy	Compliant IEPs	June 2021
2.3	Monitor student growth and achievement for students with disabilities		Benchmark assessments, CAASPP, district monitored interventions	Student progress as indicated by local and state assessment results	June 2021
YEAR 3 2021-2022	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
2.1	Based on prior year progress, continue providing professional Development twice a year to include content and understanding of compliance and “meaningful Educational Benefit,” in addition teachers will receive 1:1 Technical Support from program specialists	Director of Special Services, Program Specialists, Assistant Superintendent of Human Resources	Define “meaningful Educational Benefit” via SEIS Training, Writing A compliant IEP, Legal updates	Compliant IEPs	June 2022

	regarding developing a well written IEP to include appropriate accommodations and modifications				
2.2	Continue to monitor IEPs via SEIS IEP Checklist	Site Principals, Director of Special Services, Program Specialists	Site administrators actively participate in the IEP team meeting and review IEP documents prior to the IEP team meeting for accuracy	Student receive “meaningful educational benefit,” per student local and state assessment results data	June 2022
2.3	Monitor student growth and achievement for students with disabilities	Site Principals, District MTSS Team	Benchmark assessments, CAASPP, district monitored interventions	Student progress as indicated by local and state assessment results data	June 2022

Goal 3: Integrated Professional Development for General and Special education teachers

Goal:

Providing integrated professional development and collaboration time to support diverse student's needs via partnership with special education teachers, service providers, and general education teachers

Board Policies:

BP 4131, AR 4131, BP 4331, BP 4231, Education Code 44277

Metrics Outcomes:

Documentation from collaboration and professional development; agendas, sign in sheets, surveys; plan for collaboration

YEAR 1 2019-2020	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
3.1	Provide professional development sessions for general, special education teachers, and Para educators in an integrated approach; work with consultants or presenters to address the needs of diverse student groups including student with special needs	Assistant Superintendent of Educational Services, Director of Special Services, Director of Curriculum and Instruction, Site Principals,	Continue with cohort days professional development in the curricular topics and strategies	Agenda and sign-in sheets	June 2020
3.2	Offer professional development on inclusive settings for general and special education as a pilot. This training was offered in	Assistant Superintendent of Educational Services, Director of Special Services, Site Principals	In 2019-2020 Teachers participating in inclusion models will receive	Increased understanding of how to create an inclusive setting for diverse student	June 2020 (baseline)

	2018-2019 for all staff at Meadows, Kennedy, Los Arboles and Lairon as part of the planned implementation of the inclusion model planned for 2019-20. . Information collected from this process will inform District on how to improve integrated professional development		professional development and planning time: • 4 sessions on approaches and strategies on teaching in inclusive setting • classroom visits by consultant • virtual technical support by consultant	groups including students with special needs; staff surveys and feedback	
3.3	District staff will work with principals to identify how to structure teacher collaboration between special education and general education teachers; pilot and initial implementation	Site Principals, Director of Special Services, Assistant Superintendent of Educational Services	• Site principals and District staff planning meetings • Teacher input sessions	Plan for integrated collaboration and professional development	June 2020
YEAR 2 2020-2021	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
3.1	Continue to plan professional development for general, special education teachers, and Para educators in an integrated	Assistant Superintendent of Educational Services, Director of Special Services, Director of	Continue with cohort days professional Development in the	Increased implementation of inclusive practices in classrooms;	June 2021

	approach; work with consultants or presenters to address the needs of diverse student groups students with special needs	Curriculum and Instruction, Site Principals	curricular topics and strategies		
3.2	Expand implementation of inclusion models at three sites; Lairon (4 th & 5 ^h grade), Meadows and Kennedy (TK, K, & 1st) Based from feedback from prior year, continue professional development on inclusive settings	Assistant Superintendent of Educational Services, Director of Special Services, Site Principals	In 2020-2021 Teachers participating in inclusion models will receive continued professional development and planning time	Increased understanding of how to create an inclusive setting for diverse student groups including students with special needs; staff surveys and feedback	June 2021
3.3	Site Administrators will allocate collaboration time with both general and Special Ed teacher colleagues to develop appropriate lesson plans, share resources, and review student data	Site Principals, Director of Special Services, Assistant Superintendent of Educational Services	General education and special education teachers meet to review student progress and plan instruction	Schedule of collaboration, student data	June 2021
YEAR 3 2021-2022	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
3.1	Continue to plan professional development for general, special education teachers, and Para educators in an integrated approach; work with consultants or presenters to address the needs of diverse student groups	Assistant Superintendent of Educational Services, Director of Special Services, Director of Curriculum and Instruction, Site Principals	Continue with cohort days professional Development in the curricular topics and strategies	Increased implementation of inclusive practices in classrooms	June 2022

3.2	Expand implementation of full inclusion model at three sites; Lairon (4 th , 5 ^h , & 6 th grade), Meadows and Kennedy (TK, K, 1 st , & 2nd). New sites Tk, K & 1 st . Based from feedback from prior year, continue professional development on inclusive settings.	Assistant Superintendent of Educational Services, Director of Special Services, Site Principals	Continue professional development on inclusive settings for Teachers participating in inclusion models	Increased understanding of how to create an inclusive setting for diverse student groups including students with special needs; staff surveys and feedback	June 2022
3.3	Site Administrators will allocate collaboration time with both general and Special Ed teacher colleagues to develop appropriate lesson plans, share resources, and review student data	Site Principals, Director of Special Services, Assistant Superintendent of Educational Services	General education and special education teachers meet to review student progress and plan instruction	Schedule of collaboration, student data	June 2022

Goal 4: Alternate Reclassification

Goal:

Review and develop procedures for reclassifying English Learner students being served in Special Education

Board Policies:

BP 6174, AR 6174, AR 0460, BP 5145.6, E5145.6

Metrics Outcomes:

Increase in number of reclassified students with special needs as Fluent English Proficient

YEAR 1 2019-2020	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
4.1	Review and revise current criteria and procedures for reclassifying students with special needs	Assistant Superintendent of Educational Services, Director of Special Education, Assessment Administrator, Director of Multilingual programs (SCCOE)	Review and refine draft procedures for reclassifying student with special needs	Completion of written procedures to be included in Special Education handbook	June 2019
4.2	Provide professional development to English Language Proficiency Assessment (ELPAC) to District Testers regarding accommodations of students with special needs per IEPs	Director of Special Education, Assessment Administrator	Professional Development on administering the English Language Proficiency Assessment to include student's accommodations per IEP	Understanding of implementation of accommodations per students IEPs	Fall 2019

4.3	Provide professional development to all Special education staff and site administrators on reclassification criteria and process for students with special needs	Assistant Superintendent of Educational Services, Director of Special Education	Scheduled professional development sessions/meetings Job alike meetings (RSP, SDC, SLP, Psychologists, DIS Providers, Principals)	Understanding of implementation of revised reclassification criteria & procedures	June 2020
4.4	Identify eligible students who meet reclassification criteria per revised criteria document	Assessment Administrator	Provide schools with eligibility list	Identification of eligible students	Fall 2019 and January 2020
4.5	Monitor the list of eligible students and those who are reclassified	Director of Special Services and Assessment Administrator	Meet quarterly to review list	Increased number of students being reclassified	June 2020
YEAR 2 2020-2021	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
4.1	Review previous year procedures and make adjustments	Assistant Superintendent of Student Services, Director of Special Education, Assessment Administrator, Director of multi-lingual programs (SCCOE)	Review and refine draft procedures for reclassifying students with special needs	Revise as appropriate and included in Special Education handbook	June 2020
4.2	Annual professional development to English Language Proficiency Assessment (ELPAC) Testers regarding accommodations of students with special needs per IEPs	Assistant Superintendent of Student Services, Director of Special Education, Assessment Administrator	Professional Development on administering the English Language Proficiency Assessment to include student's accommodations per IEP	Understanding of implementation of accommodations per students IEPs	Fall 2020

4.3	Review with all Special education staff and site administrators on reclassification criteria and process for students with special needs	Assistant Superintendent of Student Services, Director of Special Education	Scheduled professional development sessions/meetings Job alike meetings (RSP, SDC, SLP, Psychologists, DIS Providers, Principals)	Understanding of implementation of revised reclassification criteria	June 2021
4.4	Continue to identify eligible students who meet reclassification criteria per revised criteria document	Assessment Administrator	Provide schools with eligibility list	Identification of eligible students	Fall 2020 and January 2021
4.5	Monitor the list of eligible students and those who are reclassified	Director of Special Services and Assessment Administrator	Meet quarterly to review list	Increased number of student being reclassified	June 2021
YEAR 3 2021-2022	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
4.1	Review previous year procedures and make adjustments	Assistant Superintendent of Student Services, Director of Special Education, Assessment Administrator, Director of multi-lingual programs (SCCOE)	Review and refine draft procedures for reclassifying student with special needs	Revise as appropriate and included in Special Education handbook	June 2021
4.2	Annual professional development to English Language Proficiency Assessment (ELPAC) Testers regarding accommodations of students with special needs per IEPs	Assistant Superintendent of Student Services, Director of Special Education, Assessment Administrator	Professional Development on administering the English Language Proficiency Assessment to include student's accommodations per IEP	Understanding of implementation of accommodations per students IEPs	Fall 2021

4.3	Review with all Special education staff and site administrators on reclassification criteria and process for students with special needs	Assistant Superintendent of Student Services, Director of Special Education	Scheduled professional development sessions/meetings Job alike meetings (RSP, SDC, SLP, Psychologists, DIS Providers, Principals)	Understanding of implementation of revised reclassification criteria	June 2022
4.4	Continue to identify eligible students who meet reclassification criteria per revised criteria document	Assessment Administrator	Provide schools with eligibility list	Identification of eligible students	Fall 2021 and January 2022
4.5	Monitor the list of eligible students and those who are reclassified	Director of Special Services and Assessment Administrator	Meet quarterly to review list	Increased number of student being reclassified	June 2022

Goal 5: Multi-tiered Systems of Support (MTSS)

Goal:

Establish Multi-tiered Systems of Support, implementing alternative behavior management strategies and procedures for equitably support the social emotional needs of all students.

Board Policies:

BP 6164.5; BP 6159.4

Metrics Outcomes:

Plan to be developed

YEAR 1 2019-2020	Process/Strategies	Personnel Responsible	Activities	Desired Outcomes	Will be completed by:
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5.1	Using Stages of Implementation Science, FMSD will engage awareness level training to all site and district leadership on MTSS	Superintendent, Director of Early Learning, Assistant Supt. Educational Services	Plan professional learning dates and plan agendas	Awareness of MTSS and initial discussion of restructuring of teaming	June 2020
5.2	Restructure District and site leadership teams for system review and learning	Superintendent, Director of Early Learning, Assistant Supt. Educational Services	Meeting agendas, minutes and documentation of new teaming structures	Improved lines of communication and alignment across the district	June 2020
5.3	Initial Implementation of MTSS structures and system at one pilot school site for learning	Superintendent, Director of Early Learning, Assistant Supt. Educational Services	District visits to site and documentation of progress in initial implementation at school site	Learning of implementation of MTSS at pilot site	June 2020

MTSS Five Year Tentative Implementation Plan

What is MTSS: Multi-Tiered System of Support (MTSS) is an evidenced based integrated and comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all learners.

Why: All students must have access to the necessary resources (social/emotional, academic and behavior) in order to achieve overall success.

Essential Components of MTSS within an Equity Lens: Collaborative Leadership; Inclusive Evidenced Based Practices; Family Engagement and Community Partnerships; Data-Based Problem Solving; Layered Continuum of Supports.

5 Year Plan (2019-2024)

Goal Planning Year (2018-2019) <i>Building Capacity</i>
Develop baseline knowledge: Initial MTSS team will have an understanding/shared common language around MTSS and begin to develop a roll out plan for implementation.
Goal Year 1 (2019-2020)
- Expand the understanding and shared common knowledge to stakeholder groups within the FMSD school community. - Testing and learning of structures that will inform systemic implementation of MTSS across the district. - Professional learning and initial integration of the essential components of MTSS. - Assessing for cohort school readiness.
Goal Year 2 (2020-2021)
- Continue to build district capacity for the implementation of MTSS across all school sites and departments. - Implementation of MTSS within cohort schools. - Assessing for next cohort school readiness.
Goal Year 3 (2021-2022)

• Implementation of MTSS districtwide.
Goal Year 4 (2022-2023)
• Monitor and adjust MTSS implementation.
Goal Year 5 (2023-2024)
• Monitoring, reflecting and adjusting.