

Blue Ribbon Task Force

Jun 7, 2022

Agenda:

- Reflection on our Norms
 - Reminders on the Charge to the Committee/Parking Lot
 - Office of Special Education - Broad Buckets and Digging Deeper
 - Wrap Up Discussion and a Look Ahead
 - Positive Reflections
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- Reflection on our Norms:
 - Adhere to time limits while speaking - give all an opportunity to share
 - Respect passion and the story people may bring (agree to disagree)
 - No student names
 - Be open minded, listen first, then share.
 - Use the parking lot to avoid sidebar conversations, be mindful of time
 - Eyes on the future and What is Best for Kids
 - Respect the Journey - we need to know where we have been in order to see where we are going
 - End meetings on a positive note & end on time
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- Reminders on the Charge to the Committee/Parking Lot
 - *The task force will be charged with reviewing current programming and practices associated with FCPS specialized programs. In addition, the task force will be asked to explore proactive best practices for behavioral intervention. Through recommendations of the task force, program structures, resources and training will be augmented to guarantee optimal outcomes for the students of FCPS.*
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- Office of Special Education - Broad Buckets and Digging Deeper
 - Agenda:
 - New Groups
 - Recommendation categories
 - Tonights Task
 - New Groups-
 - Created to fill three different buckets, consist of a mixture of community members and FCPS staff
 - Recommendation categories with samples:

- Professional Development & Resources
 - *“More training regarding behavior support for all staff/schools/teachers.”*
- Staffing
 - *“Create/Separate case management roles from classroom teachers to allow them to safely and effectively manage behaviors.”*
- Special Education Programming/Continuum & Processes
 - *“Executive Functioning Program is needed in FCPS!”*
- Each group will take on one of the buckets, and each of our remaining groups will switch.
- Tonight’s Task
 - Assign Roles
 - Review and discuss previous information
 - Begin to craft recommendations based on selected category
 - Each group will generate up to 5 recommendations per category

Recommendations

The following are the suggested recommendations based on the group work sessions.

Please note these are subject to change and are not to be interpreted as finalized recommendations.

- Each week the groups will shift assignments.
- This week, Group 1 worked on Professional Development, Group 2 worked on Staffing, Group 3 worked on Special Education Programming/ Continuum & Processes

Group 1

Professional Development & Resources
Overall Recommendation: Reduce and streamline current compliance training and determine which training can be completed in an asynchronous format and which need to be completed in person in order to increase opportunities for professional development and learning that is focused more on student and teacher needs.
Recommendation #1: Review current behavior support training and PL experiences for all district staff and teachers and explore evidence based practices and training to increase understanding of functions of behavior and behavior supports and provide board recommendations on programs ahead of FY24 budget cycle.
Recommendation #2: Review current de-escalation training and PL experiences for all district staff and teachers and explore evidence-based practices and training and

mandate training of basic prevention, de-escalation and intervention strategies for ALL school staff and reserve physical management training for only those that require it and provide board recommendations on programs ahead of FY24 budget cycle.

Recommendation #3: Review current social emotional learning curriculum for all students and ALL staff and explore evidence-based school wide systems and training to increase social emotional learning training, understanding of ACE's (adverse childhood events) and trauma informed care training opportunities and programs and provide board recommendations on programs ahead of FY24 budget cycle.

Recommendation #4: Explore evidence based training and programs specifically for coordinator, administrators and teachers to increase communication, collaboration and relationship building training to improve and increase effectiveness of all staff and to increase district staff, teachers and employees' understanding of family and parent perspective and experiences as well as ways to increase collaboration and improve relationships among all members of the IEP team and provide board recommendations on programs ahead of FY24 budget cycle.

Recommendation #5: Explore functional communication training and modalities for special education teachers to increase their abilities to communicate with their students and provide board recommendations on programs ahead of FY24 budget cycle.

Group 2

Staffing

Recommendation #1: Establish the minimum for staffing in specialized programs while considering the acuity/need and ratio of students to staff (certified and support staff)

Recommendation #2: In specialized programs, based staff ratios on hours of service. If that is not possible, consider decreasing the maximum caseload of students per special educator.

Recommendation #3: Explore co-teaching models in specialized programs with the idea of creating a rubric or model for all schools in the county.

Recommendation #4: Consider re-introducing 1:1 support.

Recommendation #5: Consider the current model of CO support for individual student behavior interventions. Utilize a team based approach in order to best meet the needs of the student and classroom.

- Give the team more time to get to know the situation (discuss what interventions have been tried), provide and model recommendations and furnish training if needed.

Recommendation #6: In specialized programs, plan and implement an incentivised parent training program utilizing central office department leadership. This will increase parent engagement and allow for additional planning for staff.

- Work with the parent and child together to create a consistent approach to interventions.
- Allow time for specialized program staff to have time with planning, collaboration, and the creation of wellness programs

Recommendation#7 Behavior support position at every elementary school.

Group 3

Special Education Programming/ Continuum & Processes

Recommendation #1: Explore an evidence-based program focused on autism support to bridge the gap between the Expressions and Pyramid programs

Recommendation #2: Investigate opportunities to increase clarity in the process of program selection and the availability of resources for families and staff (including PL options for staff).

Recommendation #3: Examine the locations of current specialized programs and the opportunities to expand placement in additional feeder patterns to better serve students closer to home and with peers.

Recommendation #4: Consider an advocacy center that provides supports, information, and best practices, which is pushed into each feeder pattern so it is routinely accessible to all families.

Recommendation #5: Review IEP processes across the district to help ensure schools have consistency in approach, uniform language, norms, procedures, and time allocations for various IEP meeting purposes.

Next meeting will be on Jun 14, 2022 6-8pm

Group Assignments for June 14th meeting:

- Group 1- Staffing
- Group 2- Special Education Programing/Continuum & Processes
- Group 3- Professional Development & Resources