

Frederick County Public Schools
Blue Ribbon Task Force
*Report to the Board of Education and Superintendent
of Frederick County
Spring/Summer 2022*



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Introduction

The United States Department of Justice conducted an investigation into the use of physical restraint and seclusion of students in Frederick County Public Schools (FCPS). The investigation concluded with a settlement agreement on December 1, 2021. As a result of the settlement, Dr. Michael Markoe, former Interim Superintendent, initiated the formation of the Blue Ribbon Task Force. Members of the Task Force studied special education supports and programming and identified recommendations to enhance the educational experiences for students in specialized programs, as well as behavioral supports for all students. In addition, Dr. Markoe directed a balance in the selection of Task Force members between FCPS staff and community representatives to ensure recommendations from the Task Force would reflect a diversity of feedback and perspectives.

Task Force Members

Co-Chairs:

Dana Falls, FCPS Director of Student Services

Tammie Workman, Educator in Chief, Connect with Kids, Documentary Producer “Defining Us: Children at the Crossroads of Change,” Former Assistant Superintendent of Student Services in Atlanta Public Schools

- Carrie Artis, FCPS Cultural Proficiency Supervisor
- David Bass, Board of Education Member
- Lisa Bromfield, Community Member
- Wendy Campbell, Community Member
- Shawna Capotosto, Community Member
- Angie Corrigan, FCPS Elementary Director
- Ashley Figgat, Special Education Teacher
- Tammy Haller, FCPS Coordinator of Behavior Response
- Angela Hess, Community Member
- Helen Josephson, Community Member
- Troy Keller, FCPS Director of Special Education
- Paul Lebo, FCPS Chief Operating Officer
- Elizabeth “B.A” List, FCPS Special Education Teacher
- Elizabeth Matheny, FCPS Teacher Specialist
- Anne Morris, Community Member
- Cara Phillips, Community Member
- Angelique Pisano (Vigliotti), Community Member
- Judi Redona, Community Member
- Amy Schwiegerath, FCPS Elementary Principal
- Jeneen Stewart, FCPS Supervisor of Student Supports
- Jamelyn Tobery-Nystrom, Community Member
- Brittany Vance, Community Member
- Ashley Williams, Behavior Support Specialist

Task Force Charge

The Task Force was charged by Dr. Markoe with reviewing current programming and practices associated with FCPS specialized programs. In addition, the Task Force was asked to explore proactive best practices for behavioral interventions. Through recommendations of the Task Force, program structures, resources and training will be augmented to produce optimal outcomes for the students of FCPS.

Overview of Specialized Programs

Expressions:

Expressions provides integrated and enhanced special education supports for students with functional communication needs. Students are provided with a variety of communication methods as they develop verbal speech and/or a functional communication system in a small, structured classroom with opportunities for inclusion also provided. The program uses a variety of instructional strategies and evidenced-based practices, including principles aligned with Applied Behavioral Analysis. Programs are staffed with a high adult-to-student ratio. Students work on the Essential Elements of the Maryland College and Career Readiness Standards, and adaptive, self advocacy, life and functional communication skills. Students pursue a High School Certificate of Completion. Status towards graduation is reviewed at least annually beginning in third grade.

Overview of Specialized Programs (continued)

Learning for Life:

Learning for Life provides integrated support to students with a variety of developmental and cognitive disabilities in a small, structured classroom with opportunities for inclusion with non-disabled peers, as appropriate. Students learn functional academic and life skills and receive instruction in modified Common Core Standards. After third grade, students pursue a High School Certificate of Completion. Graduation status is, at a minimum, reviewed annually.

Non-Public Placements:

Non-public placements are designed for students requiring more comprehensive services and supports than FCPS is able to provide in its current continuum of services. Funding is provided for FCPS students who require support offered through Maryland School for the Blind (MSB), Maryland School for the Deaf (MSD) as well as other programs such as the Regional Institute for Children and Adolescents-Baltimore (RICA). These are considered free public school programs for students who require these services. At the time of this report, FCPS has 106 students receiving their education in a non-public placement. Approximately 80% of students who attend a non-public placement in FCPS have a diagnosis of Autism and/or Emotional Behavior Disabilities.

Pyramid:

Pyramid provides integrated support to students with significant social and emotional needs. Intensive special education and therapeutic services are provided in a small, structured setting within a general education school. Students have opportunities for inclusion in general education classes with non-disabled peers, as appropriate, and are pursuing a high school diploma.

Responsive Interventions for Student Excellence (RISE):

The Hillcrest Elementary School RISE program in Frederick County, under the guidance of Sheppard Pratt Health System, Inc. is a Type II School program developed to assist students in transitioning to a less restrictive setting. RISE supports students with autism spectrum disorders, and emotional or other appropriate disabilities. The school serves students in grades one through five that are working towards earning a high school diploma. The program has a capacity to support ten students and is a collaborative effort between the Sheppard Pratt Health Systems (SPHS) and FCPS. SPHS provides classroom, related service and various support staff. FCPS provides classroom space, materials and access to the general education and special education resources of Hillcrest Elementary School. The Frederick County curriculum (Maryland College, Career and Readiness Standards) is used as the basis for instruction.

Rock Creek School:

Rock Creek School (RCS) is a special education day-school that serves diverse functional academic, medical and behavioral needs, as appropriate, for students ages 3 – 21 who have significant cognitive disabilities. Students in RCS are working towards a Maryland High School Certificate of Completion. While there is an emphasis on functional academics, instruction is also based on the Maryland College and Career-Ready Standards. Communication, decision-making, interpersonal, career/vocational, recreational/leisure and community-based skills as well as others identified in student Individualized Education Programs (IEPs) are addressed, as appropriate. Related services may include adapted art, music and physical education, assistive technology, occupational and physical therapy, and hearing, vision and speech/language services.

Structure and Scope of Task Force Meetings

The Task Force met six times throughout May and June 2022. Meetings were held in-person from 6:00 p.m. to 8:00 p.m. The general structure of meetings included opening activities and either presentations by the Office of Special Education (Troy Keller) or three work groups reviewing information and writing draft recommendations. High-level details of meeting agendas are below:

May 17 & May 31 Meetings:

- Welcome and member introductions
- Interim Superintendent's charge to the Task Force
- Setting and reviewing group norms
- Overview of Special Education Services and programs
- Department of Justice updates
- Discussion
- Positive reflections

June 7, June 14 & June 21 Meetings:

- Recommendations and broad categories
- Assigning work groups
- Recommendation information and instructions for work groups
- Whole group discussion (as time permitted)
- Survey Monkey instructions for ranking the recommendations individually
- Starting and ending with the positive

June 28 Meeting:

- Task Force member reflections
- Review of recommendations ranking results under each category
- Wordsmithing the top five recommendations in work groups
- Work group sharing of revisions to rankings to the whole group/discussion
- Final decisions on the number of recommendations to the Board
- Discussion on next steps, i.e. attending the Board meeting, other meeting needed
- Starting and ending with the positive

Recommendations and Analysis

After considerable discussion and reflection by Task Force members, thirteen recommendations are being presented to the Board of Education of Frederick County and Superintendent Dyson at this time. These recommendations are categorized in three main areas of focus:

- Professional Development
- Special Education Programming/Continuum and Processes
- Staffing

The final recommendations, as written by the Task Force members on June 28, 2022, are below in rank order by each category. All additional recommendations discussed by the Task Force members are included in the Appendices of this report for consideration as well.

Professional Development and Resources

- Beginning in FY23, create required professional learning to offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular, on-going interval check in and practice. Define ALL an any FCPS employee. Limit physical intervention training to only those that require physical management as a role of their position.
- Beginning in FY24, create a multidisciplinary team (Board Certified Behavior Analyst, Occupational Therapist, Augmentive Communications and Technology member, Mental Health Provider, Community Agency School Services worker) by feeder pattern (inclusive of all FCPS schools) that oversees current de-escalation training and professional learning experiences for all district staff and teachers. The team will provide ongoing feedback and evaluate the need for additional support beyond Tier II.
- Beginning in FY24, create a comprehensive professional learning program of cognitive assessments, educational scores, sensory profiles, speech assessments, as well as outside assessments. Comprehensive professional learning including disability codings and implicit bias. This will support the implementation of specially designed instruction.
- Beginning in FY25, FCPS will begin the professional learning series on current and best practices in the areas of co-teaching which utilizes multiple special education providers such as special education teachers, occupational therapists and/or speech-language pathologists, etc.

Special Education Programming/Continuum and Processes

- Beginning in FY23, explore an evidence-based program for students whose current needs are not being met in the specialized programs. Provide the Board with proposed budget enhancements ahead of the FY24 budget cycle.
- Beginning in FY23, 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. Clarify best practices for staff member roles within the meeting to ensure compliance and enhanced student outcomes.
- Beginning FY24, create an advocacy center that provides support, information and best practices, which is integrated and accessible in each feeder pattern (inclusive of all schools) so it is routinely available to all families.
- Explore a neutral third party to evaluate, investigate and audit all of the specialized programs within FCPS to ensure all programs and related services are successful and meeting stated goals, explore possible additional programs to address any identified gaps for students with disabilities and provide Board recommendations on programs ahead of the FY25 budget cycle.
- Examine the locations of current specialized programs and the opportunities to expand placement in additional feeder patterns to better serve students closer to home with peers. Provide recommendations for proposed budget enhancements ahead of the FY25 budget cycle.

Recommendations and Analysis (continued)

Staffing

- Assign staff based on individual student needs as determined by IEP teams such as 1:1 special education instructional assistants (SEIA's) and develop a review process to ensure fidelity of the assignment. Provide Board recommendations on additional funding required ahead of the FY24 budget cycle.
- Add a behavior support position to every elementary school and require a behavior specialist as one the positions in each school by FY24.
- In order to reduce special education workload and increase staff planning time in all specialized programs by FY24:
 - Increase special education teaching staff in all schools.
 - Increase the number of Special Education Administrators/Coordinators in all schools.
- Implement evidence-based co-teaching models for mainstream and specialized programs which utilizes multiple special education providers which could include, but not limited to: (a) special education teachers, (b) occupational therapists and (c) speech-language pathologists, etc. Provide budget recommendations on additional funding ahead of the FY24 and FY25 budget cycles.

Appendix A

Meeting Minutes

May 17, 2022

Agenda:

HIGH FIVE

Greetings, Introductions, Housekeeping

Charge to the Committee

Setting Our Group Norms

What Brought Us Together

TAKE TEN!

Table Talk

Meeting Schedule & Location

Reflection

HIGH FIVE (raise your glass!)

Fun getting to know you!

Why are you joining the task force?

One fun thing you are looking forward to this summer?

What is your superpower?

- Greetings, Introductions, Housekeeping
 - Who are you, what/who do you represent, why are you here?
- Charge to the Committee
 - 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.
- Setting Our Group Norms
 1. Adhere to time limits while speaking - give all an opportunity to share
 2. Respect passion and the story people may bring (agree to disagree)
 3. No student names will be recorded in meeting notes.
 4. Be open minded, listen first, then share.
 5. Use the parking lot to avoid sidebar conversations, be mindful of time
 6. Eyes on the future and What is Best for Kids
 7. Respect the Journey - we need to know where we have been in order to see where we are going
 8. End meetings on a positive note & end on time

What brought us together, Special Education Presentation:

- Special Education by the Numbers (highlights)
 - When looking at the numbers, keep in mind that the racial make-up of Special Ed students should look like our community, not lopsided to one race
 - We also want our disability numbers/percentages to mirror the country which is what FCPS is in line with
 - Staff highlights - we have a 1:7 ratio of SEIA's (Special Education Instructional Assistants) to students in Special Education based on the total number of SEIAs we have allocated
- Continuum of Services
 - The continuum of services can look very different depending on what school/program you are in

Appendix A (continued)

Blue Ribbon Task Force
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- Co-teaching is not yet a norm in FCPS-
 - “push-in” is when a specialist comes in for a time block to assist a specific student in an area of study
 - Pull out- you are visiting a special ed teacher outside of the general education classroom to assist with an area of study
- We will take a deeper dive into the specialized programs in subsequent weeks.
 - Data
 - The state goal is to have 70% of Special Ed students in general education classes, we have 85%. This committee can debate/conclude if this is a good or a bad statistic
 - We agree that we need some help w/ our continuum to bridge resources and are excited to see what the task force can recommend
 - Continuum of Behavior Supports
 - MTSS- we are working on creating a framework for behavior supports through three tiers of intervention
 - Tier I interventions – Universal school wide interventions
 - Tier II interventions – Small Group Interventions addressing school-wide expectations
 - Tier III interventions – Individualized interventions addressing specific student needs
 - Member question- where does the IEP fit in here?
 - The needs of the student may lie within multiple tiers depending on the subject or behavior.
 - In the state of MD, you can get tier III support w/out being on an IEP.
 - You can also be on an IEP for just behavior issues.
 - ***It was requested that we get a list of definitions for terms/services
 - Proposed Budget Enhancements
 - All SEIA positions will become benefitted
 - Expressions Teachers & SEIAs move to 11 months
 - Expressions, Learning for Life, Pyramid SEIAs move to grade 8 pay scale
 - 24 Additional SEIAs for Pyramid
 - Question- do these positions go through the 12th grade? A- Yes
 - 17 Board Certified Behavior Analysts (BCBAs)
 - We must have a 1:20 ratio by the end of the school year 2024-2025. 1:20 Ratio is for Pyramid, Expressions, and Rock Creek programs
 - 2 Special Education Supervisors for Specialized Programs (Elem & Secondary)
 - 4 Adaptive PE Teachers
 - Will need additional increases over time
 - 21 Hours Per Diem for Special Education Case Managers
 - Increase Speech-Language Pathologists to 11 months
- ***This is pending final budget approval, if they go through, will enact on July 1
 - Question- This doesn't include behavior support specialists to the general education setting?
 - No- But this is something that we will, over time, decide to enact as part of school improvements, individual schools can also elect to hire one depending on their staffing needs and budget

Department of Justice Updates

- Staffing Changes
 - Behavior Support Specialists who are assigned to Expressions, Pyramid, and Rock Creek will need to be a Board Certified Assistant Behavior Analyst (BCaBA)
 - Each self contained classroom will have an assigned BCaBA
 - Question- Who is allowed to perform restraint?

Appendix A (continued)

Blue Ribbon Task Force
Meeting Minutes: May 17, 2022

- A- Anyone who is trained- The person has to be training in Crisis Response (CPI is the company we currently use for training). Training is being overhauled and we are currently evaluating trainers who better suit our needs
- Any comments or complaints can be fielded either in paper form dropped off in a mailbox, electronically or can call the new BCaBA supervisor.
 - There was a concern voiced in the committee about the complaint reporting anonymity. For example, people can see people drop in a note, people can see names on caller ID, etc. The feedback to this comment addresses this by including multiple means to report a complaint or comment
 - Question- Are children allowed to file a complaint or comment?- Yes (via all ways listed above)
- Question- FBA/BIP requesting. What will the process be going forward? A- Everyone will be training (even Gen Ed students) but per the guidelines, an assessment will need to be completed by a BCaBA.
- Question- Are you getting a good response to staffing? A- To clarify, we submitted a staffing plan, however we haven't yet secured all of the staff. It will be difficult to hire the volume we need and are considering/suggesting certain incentives via the union agreements.

Subgroup work ("Chart it"):

Group 1:

- "Ah-Ha's":
 - Training opportunities & Requirements
 - So few options, need something in-between (many situations)
 - So bureaucratic/disconnects
- Wonderings:
 - How will it be possible to have the required (number) of BCBA's?
 - How will FCPS/DOJ oversee SRO's?
 - Accessing Federal Grants for Mental Health?
 - Will FCPA create Parent Advocacy groups?
 - What about former students?
 - More music/art therapy
- Tell us more:
 - Need to be more proactive
 - Need to be immediate notice of all restraints performed
 - Want more data on continuum utilization (+more data)

Group 2

- "Ah-Ha"
 - Surprised by staffing
 - What about non-specialized programs
- Wonderings
 - What training for SEIA's to avoid escalation?
 - Not every Principal, AP, or Special Educator is comfortable with management of IA's due to lack of training or fear of hurting feelings- How can we address this?
 - In some cases, SEIA's are "not allowed" to converse with parents
- Tell us more
 - Consistent training for SEIA's
 - Accountability for support staff
 - FBA/BIP's- Address multiple behaviors

Appendix A (continued)

Blue Ribbon Task Force
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Group 3

- “Ah-Ha”
 - State requires 70% in Gen Ed, FCPS has 85%
 - Additions of Adaptive PE
 - No FBA/BIP process
- Wondering
 - 40+ Central Office staff vs. school based openings
 - Why target support increases for programs but not L4L?
 - 3 Tiers of behavior supports
 - Effectiveness?
 - Consistency between schools?
 - Put complaint form online, front and center on website
 - Are we disproportionate in identifying BAA students? How many of those IEP’s were just behavioral?
 - Will these drive the process?
- Tell us more:
 - 24 hour requirement to communicate w/ families after restraint? What if (the) student cannot communicate w/ families? How can (the) family provide care for the child?
 - Private Placements outside of FCPS
 - Why can’t we provide more intensive behavior services that drive students to nonpublic?

Group 4:

- Ah-Ha’s:
 - Glad to see more training for special ed teachers
 - Glad to see BCBA
- Wonderings:
 - Without seclusion rooms, what are alternatives for kids who need quiet space?
 - What about LRE for students (classmates)/classes who need to evacuate due to the behavior of a student in crisis?
 - Is the compensation enough to address staffing needs?
- Tell us more
 - Continuum of services
 - High functioning autism
 - ADHD
 - What (is there) for kids who don’t have needs met in general education but don’t have a matched specialized program? (look at data in non publics, what does the data tell us is a need?)

Final discussion: Can we open this to public observation?

Comments:

- Do we need to do this right away?
 - Likely, we don’t want the public to perceive that we are hiding anything
- Comment- Can there be a public/private portion of the meeting?
 - Would be difficult to arrange (also perception)
- What about the parents who are uncomfortable sharing?
 - The sharing will likely happen in the sub-work groups with the public observing from a distance. The observers will likely only hear
 - what is presented to the full group from the sub-groups.

Appendix A (continued)

Blue Ribbon Task Force
Meeting Minutes: May 17, 2022

- Will they just be observing?
 - Yes- if they comment they will be asked to leave.
- OK, but cell phones need to be silenced and put away.
 - A- It should be noted, we can't restrict cell phone use if someone wants to film.
- There needs to be transparency for families to heal, there is a lot of mistrust and allowing this process to be open and observable will go a long way to that healing process

Since we are divided, the committee chairs will discuss both sides with Dr. Markoe and circle back w/ the task force via email.

******New******

After members of the task force discussed concerns related to student privacy, Dana Falls consulted with Dr Markoe regarding striking a balance between a safe environment for members to share personal student experiences and the desire to keep the public informed of the work of the task force. As a result, task force meetings will not be open to the public. However, we will publish agendas, meeting notes, and presentations on the FCPS website at a quick link created for the Blue Ribbon Task Force. These documents will be uploaded by Friday each week the task force meets.

Next meeting will be on May 31, 2022 6-8pm

Appendix B

Blue Ribbon Task Force
Meeting Minutes: May 31, 2022

Agenda:

- Picture It!
- Review of Norms
- Charge to the Committee
- Presentation from Office of Special Education and Interval Table Talk with your group:
 - Keep, Add, Stop
- Group Chart IT!
- Review of Next Steps
- Positive Reflections

- Review of 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
- Our charge:
 - 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.
- Presentation from Office of Special Education (Specialized Programs)
 - Agenda:
 - Expressions
 - Learning for Life
 - Pyramid
 - Rock Creek School
 - RISE
 - Non-Public Schools
 - Activity
 - Expressions
 - Expressions our functional communications programs, particularly for the non-verbal students
 - It is for PreK through 12th grade
 - Some are diploma bound, some are certificate bound
 - Teach a modified common core program
 - Learning for life:
 - Major focus on adaptive learning skills, mostly certificate bound students
 - Geared toward students with intellectual disabilities, typically a decision on putting a student in the program isn't decided before 3rd grade, however a decision can be made at any time to place a student in this program.

Appendix B (continued)

Blue Ribbon Task Force
Meeting Minutes: May 31, 2022

- There is a change potential here. Teachers teach multiple grade levels, right now it's possible for one teacher to teach K-5 (although a more typical grade range at the ES level is 2-5)
- Learn modified common core and life skills
- Pyramid
 - For emotional behavior disorders w/ significant social and emotional needs
 - The student needs can develop over time due to trauma, abuse and/or genetics
 - Students have an opportunity for more inclusion in gen ed classrooms
 - Typically it starts w/ PE and the art based courses
 - This will be reviewed as students progress and there may come a time that students will reintroduce into their assigned school
 - There are times that students stay in this, not because the student needs the program, but because they need the therapy
 - We admit that this is a problem with this program. This year, FCPS started an initiative to find additional therapeutic resources for students who can function outside of this program
- Rock Creek
 - This program is for severe disabilities, usually students who have both intellectual and social emotional disabilities.
 - Ratios is 3:1 students to staff
- RISE-
 - Operated through the Sheppard Pratt program. This is considered a non-public
 - Shepard Pratt/FCPS partner together to identify students who need additional support. This is considered a short term program.
 - Students get intensive level interventions with the idea that the student will reintegrate back into their home school
 - We have about a 50/50 success ratio
 - Shepard Pratt will also assist students reintegrate back into the school both working w/ the student as well as the school they are returning to.
 - Students can apply or ask to be part of the program but Sheppard Pratt does retain the right to deny admission
- Non-public placement
 - If none of these programs assist a student to the point where they can be successful, then a non-public placement may be appropriate.
 - Deaf or blind students are also given the opportunity to attend specialized schools.
 - FCPS supports 106 students in non-public placements
 - Over 80% of students who go to non-public in FCPS have a diagnosis of Autism and/or Emotional Behavior Disability
 - Non-Publics* (ie Schools that account for more than 5% FCPS nonpublic enrollment)
 - Foundation School- Montgomery County
 - Ivymount School
 - Kennedy Krieger School (Greenspring, Powder Mill, and Fairmount)
 - Laurel Hall
 - Sheppard Pratt (RISE, Glyndon, Rockville)
 - Strawbridge School

Appendix B (continued)

Blue Ribbon Task Force
Meeting Minutes: May 31, 2022

- The Harbour School at Baltimore
 - To a degree, the type of students and their placement shows gaps in some of the services FCPS offers, particularly in the area of Autism.
- Group Discussions (ideas, recommendations, what are we missing to help make informed decisions):
 - Group 1
 - Ah-Ha's
 - Lack of supports and services for all schools, combined with limited options for specialized programs/services have created a "pipeline" to stay in programs.
 - Teachers' roles are too vast, they can't do 3 jobs well.
 - Wonderings
 - How can we structure classrooms better to support staff during behavior incidents
 - Tell me more:
 - FBA/BIPs only vs IEP's
 - More Data, what diagnosis and/or demographics of students is the DOJ observing in classrooms
 - How many school Psychs in FCPS? What are roles?
 - What training exists for all staff to recognize bx issues and address concerns before they get to (a boiling point)
 - What will crisis prevention training be going forward?
 - Reflections/Recommendations/Discussion
 - Structuring programs so there are more teams to support teachers and students without having to go to specialized programs-
 - having teams w/ various backgrounds, including diversity
 - taking a more proactive role rather than waiting for things to fail
 - A more timely response to issues.
 - Create/Separate case management role from teachers to allow them to safely and effectively manage behaviors
 - IE Separating more of Teachers roles (they wear too many hats as it is)
 - PL for all teachers
 - More training regarding bx supports ID in/for all staff, schools and teachers
 - Mental health teams and supports for all staff/schools, not just specialized programs
 - Promote a culture of safety for all students and staff
 - Debriefing following restraint incidents for students and staff
 - Cameras in specialized programs to review when restraints occur.
 - Questions
 - Need more data regarding dx, demographics of students.
 - Specifically, what are the number of students who have FBA's/BIPs (with or without IEP's)?
 - What crisis management program is going to be selected to replace CPI. How is the program being selected?
 - Group 2
 - Ah-ah moments
 - How many students are on the Autism spectrum
 - We have parents that have experiences in other countries, states, even countries whose knowledge and experience exceed our own

Appendix B (continued)

Blue Ribbon Task Force
Meeting Minutes: May 31, 2022

- The PL offered to staff is disappointing, not sufficient
- Wonderings
 - How we can manage parent interest for “adequate” supports given data focused on meeting the needs of Autistic students.
 - How do we use data to improve systems
 - We have robust data, let's use that to guide our programs
- Tell me more:
 - College & Career ready for all
 - How can it happen
 - What are we missing?
 - Data trends/disaggregated
 - How are we using the data collected, how is it addressed?
- Reflections/Recommendations/Discussion
 - Provide PL/Training for the teachers in regards to our neuro divergent students
 - Recent years, PL has been a struggle
 - More personalized learning
 - Bias training for staff
 - Over identifications, low income and African Americans
 - More training for IEP chairs, knowing how to take the large documents and create and understanding for parents and staff
 - More SEL
 - College & Career prep for specialized programs
 - Not providing “soft skills” to prepare students to work in a job
 - Parent Education
 - Better programs, Autism Society was one that was mentioned
 - Are there other organizations we can partner with/use to help support students/training programs
 - Admin training
 - Having Admins in the building level that just deal with special education/specialized programs
 - Time/Pay for special ed staff members
 - MTSS/Tier 2 and 3 needs, more explicit instruction for educators
- Group 3
 - Ah-Ha's
 - Improving inclusion in FCPS (increase co-teaching)
 - Wonderings
 - What can't we keep out students in FCPS (rather than out of county placements)?
 - Should we be removing students from general education before grade 3?
 - What are the nation-wide gold standard programs? Which can/should we emulate?
 - Can we have more students try/stay in home school?
 - How do we create best practices in co-teaching (including) at all levels?
 - Can we get more data/info from Heather Ridge, Success & Delta programs?
 - Tell me more:
 - What is the opportunity for inclusion (in Pyramid, Expressions, Learning for Life)?
 - Deciding diploma bound at grade 3?

Appendix B (continued)

Blue Ribbon Task Force
Meeting Minutes: May 31, 2022

- Can the gen ed teacher truly identify the strategies that are being utilized?
 - Reflections/Recommendations/Discussion
 - Making sure we are maintaining program integrity and if it's the best fit for the kid
 - Executive functioning program is needed in FCPS!
 - L4L staff are trying to meet too many grade levels (at the Elementary school level)
 - Expand Success program to make more diploma bound
 - Should include life skills and diploma programs
 - Co-teaching K-12, more instruction
 - Would like more data/information on students who attend Rock Creek, Heather Ridge (IEP focus)
 - Some would also like information about the gen ed students within those programs as well
 - Systemic procedures and expectations for co-teaching
 - Group 4
 - Ah Ha's
 - Pyramids-higher staff to student ratio needed (balancing w/ Expressions) especially to facilitate inclusion.
 - Wonderings
 - 6 open positions at Rock Creek
 - "People" retention, retaining, & training.
 - Improve professional development for all staff
 - Can we create a program to retain the non-public students (and the funds spent on tuition)
 - Re-allocation the money from here to split up Pyramid based on the function of behavior, ex ED vs. ADHD or ASD
 - In the immediate future, what can we use in lieu of calming rooms (seclusion/time-out) and restraint? What will be in place on day 1 of school in August?
 - Reflections/Recommendations/Discussion
 - How expressions has a certain staff ratio, feels that Pyramid should have a higher ratio
 - Working on staff retention and training, improved PL for all staff
 - All staff should know how ADHD can present, for example, or other disabilities
 - What is it about the non-public schools that they are offering that we can add here to keep more of the funding w/ the county
 - What can be utilized in place of seclusion?
 - There are kids that need a calming room, what can we do with them?
 - What will be in place on the first day of school in August?
 - The group has heard a lot about what we will do in the future, but what will we do in the now?
- General Questions:
 - Can we get some additional information about the programs and how they may change
 - What to know more about the number, how much money will we be able to spend on our recommendations?
 - We can request budget enhancements, but there is a budgetary cycle so some of the recommendation may take longer to roll out, particularly in regards to the non-public students

Appendix B (continued)

Blue Ribbon Task Force
Meeting Minutes: May 31, 2022

(but we do have to be realistic about the non-public students that are doing well in their programs and may not want to leave the school they are in)

- Parking Lot:
 - We need to include Heather Ridge in this conversation. There are many students there with IEP's. How many? How many are behavior based?

Next meeting will be on Jun 7, 2022 6-8pm

Appendix C

Blue Ribbon Task Force
Meeting Minutes: June 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

- 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

- 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.*

- 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

Appendix C (continued)

Blue Ribbon Task Force
Meeting Minutes: June 7, 2022

- 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 Assignment List:

Group 1	Group 2	Group 3
Angela Hess	Angie Corrigan	Amy Schwiegerath
BA List	Ashley Williams	Anne Morris
Cara Phillips	Brittany Vance	Ashly Figgat
Carrie Artis	David Bass	Elizabeth Matheny
Helen Josephson	Jamelyn Tobery-Nystrom	Lisa Bromfield
Tammy Haller	Jeanine Stewart	Paul Lebo
Wendy Campbell	Judi Redona	Shawna Capotosto
	Angie Vigliotti	

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.

Appendix C (continued)

Blue Ribbon Task Force
Meeting Minutes: June 7, 2022

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

Appendix C (continued)

Blue Ribbon Task Force
Meeting Minutes: June 7, 2022

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

Appendix D

Blue Ribbon Task Force
Meeting Minutes: June 14, 2022

Our Charge:

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.

Agenda:

- Tell a Neighbor and Reminders
- Office of Special Education - Recommendations Continued
- Wrap Up Discussion and a Look Ahead
- Positive Reflections

- Tell a Neighbor and Reminders
 - Review w/ your table what went well, what didn't go well, and what you would like to see happen going forward.

- Office of Special Education - Recommendations Continued

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.***

- The recommendations categories are as follows:
 - Professional Development & Resources
 - Staffing
 - Special Education Programming/ Continuum & Processes
- Each week the groups will shift assignments
- The groups have been asked to limit the recommendations to 5 but are encouraged to contribute additional recommendations if they feel more are needed.
- This week, Group 1 worked on staffing, Group 2 worked on Special Education Programming/ Continuum Processes, and Group 3 worked on Professional Development & Resources.

Group Assignment List:

Group 1	Group 2	Group 3
Angela Hess	Angie Corrigan	Amy Schwiegerath
BA List	Ashley Williams	Anne Morris
Cara Phillips	Brittany Vance	Ashly Figgat
Carrie Artis	David Bass	Elizabeth Matheny
Helen Josephson	Jamelyn Tobery-Nystrom	Lisa Bromfield
Tammy Haller	Jeanine Stewart	Paul Lebo
Wendy Campbell	Judi Redona	Shawna Capotosto
		Angie Vigliotti

Appendix D (continued)

Blue Ribbon Task Force
Meeting Minutes: June 14, 2022

Group 1

Staffing
<p>Recommendation #1: Continue to review and <u>improve the determination process</u> of student adult support and SEIA assignment, including consideration of increased adult and dedicated support hours being written into IEPs for students (instead of having a blanket policy against having 1:1's) and provide board recommendations on additional funding required ahead of FY24 budget cycle.</p>
<p>Recommendation #2: Explore and review staffing incentives and continue to increase pay levels for all SEIAs and evaluate the option of bonuses, increased levels of pay for SEIAs that have higher levels of education, specific skills or training including educational reimbursement increases for SEIAs (including options to have education programs paid for individuals working in the district who are already enrolled in a BCBA program in order to increase the number of eligible individuals) and provide board recommendations on additional funding required ahead of FY24 budget cycle.</p>
<p>Recommendation #3: Review SEIA's employment status (contracting) and job role, including professional development and learning of SEIAs to increase the culture of professionalism in the role and to improve the perception of the SEIA position with a goal of increased retention of experienced and skilled SEIAs and provide board recommendations on additional funding required ahead of FY24 budget cycle.</p>
<p>Recommendation #4: Review evidence based programs for co-teaching, and reviewing class sizes in all programming across the county in order to reduce the number of students who eventually require specialized support or will be unable to be served by FCPS programs and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.</p>
<p>Recommendation #5: Explore options of adding increased levels of staffing, including Special Education Administrators/Coordinators for specialized programs, and explore decreased class and case management sizes for teachers in specialized programs models in specialized programs in order to increase the amount of time certified staff are able to work with student and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.</p>
<p>(could be a continuum recommendation) Review and evaluate programs that can improve the culture of the entire district in order to ensure all staff feel respected are able to speak freely and bring concerns to administrators, and ensure everyone is focused on improvement of education and services in order to retain and incentivize individuals to stay and provide board recommendations on additional funding required ahead of FY24 budget cycle.</p>

Appendix D (continued)

Blue Ribbon Task Force
Meeting Minutes: June 14, 2022
Group 2

Special Education Programming/ Continuum and 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). Consider the use of an advocacy center and/or a service navigator to support the process.
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: Create regular parent training academies that have bussing and childcare. Parents could sign up for workshops based on their individual student needs.
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. Clarify best practices for staff member roles within the meeting.
Build additional curriculum days for specialized programs.
Creation (and maintenance of) a program handbook/manual for each specialized program to include (but not limited to) components, content, and a fidelity checklist for each specialized program to maintain quality and consistency.

Group 3

Professional Development & Resources
Recommendation #1: Comprehensive PL of cognitive assessments, Educational scores, sensory profiles, Speech assessments, as well as outside assessments. Comprehensive PL of Disability codings, as well as implicative basis. Staff needs to understand how a child presents to them so that they can plan specially designed instruction.
Recommendation #2: Offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular on-going interval check in and practice. Reserve physical management training for only those that require it and provide board recommendations on programs ahead of FY24 budget cycle. Create a required course in SafeSchools (FCPS Staff Training Module) as a check and balance to ensure that we've reached all staff. Define ALL as any FCPS employee.
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. On-going training opportunities throughout the school year for implementation and reflection. Prioritize training for all during the ALP process. (Consider the equity PL model)

Appendix D (continued)

Blue Ribbon Task Force
Meeting Minutes: June 14, 2022

Recommendation #4: 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. Transparent process for staff and families that supports mainstream opportunities to least restrictive environment based on individualized team decisions.

Recommendation #5: Create a multidisciplinary team(BCBA, OT, ACTT, Mental Health Provider, CASS) by feeder pattern that oversees current de-escalation training and PL experiences for all district staff and teachers that provides feedback and support in situations that may require additional support beyond Tier II. They must also provide follow-up and honest constructive feedback.

Next week the group assignments are as follows:

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

Wrap Up Discussion & Looking Ahead

- One of the Group members made the suggestion to conduct a public meeting for the BRTF to present our process.
 - Note, we may need to stop short of presenting our recommendations if they have not been presented to the board
 - If we hold this meeting after the board meeting we can discuss the process and recommendations.
- Group ideas/suggestions:
 - We should hold the meeting in the FCPS Staff Development Center or the ARC rather than the Board Room
 - Try to create a hybrid model for the meeting if technology for such a presentation is available.
 - If a meeting isn't feasible, create a video about the process. Ask the tough questions and have committee members speak to the process and the Superintendent's charge.
 - Potentially open the final meeting to the public while the task force reviews/finalizes the recommendations.
 - Utilize Restorative Practices/the fair process to allow community members to experience excerpts of the work we have been doing
 - Allow for the collection of input related to draft recommendations
 - Consider recommendations made from community
 - Make recommendations to the board

Next meeting will be on Jun 21, 2022 6-8pm

Appendix E

Blue Ribbon Task Force
Meeting Minutes: June 21, 2022

Our Charge:

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.

Agenda:

- Reflection & Reminders
- Office of Special Education - Recommendation Work Groups
- Next Steps and Discussion
- Appreciations and Thank Yous!

Reflection & Reminders

- Reflect on your role, our group norms and what we are tasked with this evening
- We are not here to implement the recommendations, we are here to make the recommendations to the board
- Tonight we finish up the group task of creating small group recommendations.

Office of Special Education - Recommendation Work Groups

- This week, the groups were assigned the following:
 - Group 1, Special Education Programing/Continuum \$ Processes
 - Group 2, Professional Development & Resources
 - Group 3, Staffing

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.***

Group Assignment List:

Group 1	Group 2	Group 3
Angela Hess	Angie Corrigan	Amy Schwiegerath
BA List	Ashley Williams	Anne Morris
Cara Phillips	Brittany Vance	Ashly Figgat
Carrie Artis	David Bass	Elizabeth Matheny
Helen Josephson	Jamelyn Tobery-Nystrom	Lisa Bromfield
Tammy Haller	Jeanine Stewart	Paul Lebo
Wendy Campbell	Judi Redona	Shawna Capotosto
		Angie Vigliotti

Appendix E (continued)

Blue Ribbon Task Force
Meeting Minutes: June 21, 2022

Group 1

Special Education Programming/ Continuum & Processes
<p>Recommendation #1: Explore a neutral third party to evaluate, investigate and audit all of the specialized programs within FCPS to ensure all programs and related services are successful and meeting stated goals, explore possible additional programs and provide board recommendations on programs ahead of FY24 budget cycle.</p>
<p>Recommendation #2: Explore options to focus on less restrictive practices rather than less restrictive environments in all special education programming including evaluating the continuum of adult support, inclusivity programs (e.g., Joyful Inclusion - https://amyleet.com/joyful-inclusion), to support students in the general education setting and provide board recommendations on programs ahead of FY24 and FY25 budget cycle.</p>
<p>Recommendation #3: Investigate evidence-based programming options for children with higher functioning autism including executive functioning programming (e.g., social skills programming, social emotional programming) that can be utilized in both specialized programming and provide board recommendations on programs ahead of FY24 budget cycle.</p>
<p>Recommendation #4: Explore options for transition programs focused on needed life skills and transition to future employment or education for both diploma and certificate students and provide board recommendations on programs ahead of FY24 and FY25 budget cycle.</p>
<p>Recommendation #5: Explore ways to increase outreach to the community including opportunities for more parent support and education and to provide support to the special education community and to increase listening sessions and opportunities for the community to provide input to FCPS and provide board recommendations on programs ahead of FY24 and FY25 budget cycle.</p>

Group 2

Professional Development & Resources
<p>Overall Recommendation: 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.</p>
<p>Recommendation #1: Have a staff person in organizational development that is specific to Special Education.</p>
<p>Recommendation #2: Recommendation #2: Offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular on-going interval check in and practice. Reserve physical management training for only those that require it and provide board recommendations on programs ahead of FY24 budget cycle. Create a required course in SafeSchools (FCPS Staff Training Module) as a check and balance to ensure that we've reached all staff. Define ALL as any FCPS employee.</p>
<p>Recommendation #3: Consider increasing the funding that goes towards professional learning experiences with our Higher Education partnerships to accelerate professional development among our existing staff.</p>
<p> </p>

Appendix E (continued)

Blue Ribbon Task Force
Meeting Minutes: June 21, 2022

Recommendation #4: Train staff how to fully utilize co-teaching. Possibly rethink what co-teaching is in some cases. Utilized an OT and a Special Ed Teacher, or a Speech Pathologist and a Special Ed teacher, etc.

Recommendation #5: Create a multidisciplinary team (BCBA, OT, ACTT, Mental Health Provider, CASS) by feeder pattern that oversees current de-escalation training and PL experiences for all district staff and teachers that provides feedback and support in situations that may require additional support beyond Tier II. Consider increasing the use of professional and student restorative circles. Provide the opportunity for follow-up and honest constructive two-way feedback that flows from both the classroom support and the administrators.

Group 3

Staffing

Recommendation #1: Increase staffing ratio for ACTT staff to students using augmentative technology specifically within the Expressions program to ensure regular support and modeling. (*We would like to know the ACTT staff: students who have devices in specialized programs?) Additionally, shift responsibility of preparing PECS resources to ACTT instead of SEIAs.

Recommendation #2: Define roles and responsibilities of members of specialized programs, ensuring that all voices are heard. How can coordinators support teachers? Vertical teaming of programs to ensure that programs are consistent in expectations. Peer coaching, peer observing to learn and grow from others. Focus on finding uninterrupted time for professional development, case management, peer observation- can we return to 2 hour early dismissal weekly, or build up to an 8 hour work day, ¼ hour each year added over 4 years.

Recommendation #3: Build common planning between co-teachers, especially at the secondary level.

Recommendation #4: When reviewing the Blueprint for Maryland, find a way to ensure that special educators have dedicated time for case management only, and then curriculum planning.

Recommendation #5: The Blue Ribbon Task Force continues to meet on a regular basis (quarterly) that are open to the public to review and provide recommendations to the Board regarding specialized program articulation, continuum of services, staffing, and professional learning.

Next Steps:

- The Board will get all of our recommendations, however, we need to pair down the recommendations to a more reasonable amount
- We will take all of the recommendations and create a survey for the BRTF members.
- Everyone in the task force will be able to individually rank the recommendations.
- Take the top ranked recommendations for phase one.
 - These are the top level recommendations that we can use as a launch point, with the idea that it's possible phase two will be some of the other recommendations.
 - The reason to rank them is so that we can put the top 3-5 forward to the board as "phase one", but if additional funding is found, we might be able to enact more of the recommendations based on their rank
- Some in the group want recommendation 5 instead of 3, particularly if there are some cost neutral ideas within the recommendations, some think that 5 per bucket would be too much.

Appendix E (continued)

Blue Ribbon Task Force
Meeting Minutes: June 21, 2022

- The consensus to to agree to limit the number between 3-5 per bucket, but wait for the survey results before committing to a number of recommendations
- Next meeting we will work on some wordsmithing to determine the intent behind each of the recommendations (some are not self explanatory as they stand).
- Consider developing themes within the recommendations that will be presented as well.
 - Themes might be self-evident.
- The survey will be sent, if possible, by Thursday

Open to the public:

- Consider as a group to open the final meeting
 - We were not charged w/ soliciting public opinion, this would be for observation purposes only as we pair down the recommendations
 - Discussion:
 - Some do not know what the value in it would be, but some agree from an optics and content standpoint it would be nice to open the last meeting
 - There is the concern that no one will attend the meeting
 - We agreed to do our best to advertise the final meeting
 - Does the group support the idea?
 - Yes, the group agrees the last meeting can be open to the public.
- Consider an open forum to have committee members speak to our process, to why they wanted to join the task force, and potentially ask questions to members.
 - Does the group support the idea?
 - Yes, about half of the committee members are willing to come and share their experiences with the public
 - Perhaps have the forum happen after the Board meeting presentation
 - Also recommended, have the committee members attend the board meeting
 - The group agrees to this, there would also be the opportunity for the board to discuss the process with the committee.
 - The recommendations will be presented during the August 10th meeting.
 - Potentially have a short video of group members speaking to the process

The final meeting will be on Jun 28, 2022 6-8pm

Appendix F

Blue Ribbon Task Force
Meeting Minutes: June 28, 2022

Our Charge:

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.

Agenda:

- One Word & Reminders
- Office of Special Education - Rankings, Wordsmithing, Recs for BOE
- Next Steps
- Final Thoughts and Questions
- Reflecting on the Good

Initial discussion:

- There was a request from a task force member to include the information/comments contained in group emails in the meeting minutes.
- The following three categories were discussed by the group outside our normal meeting time via email:
 1. Continued correspondence in regards to opening the final meeting to the public and creating a video for the board meeting presentation:
 - Further clarification was provided via email after checking the meeting minutes from the 6/21 meeting.
 - The intent was to continue our goal of being as transparent as possible and to present our process to the board.
 2. There were some recommendations that were inadvertently left off the initial survey circulated to the task force.
 - Once this error was pointed out to the survey's creator, it was remedied and the survey was re-circulated among the group. The task force members who had already taken the survey were able to go back in and update their rankings.
 3. There were some comments in regards to the recent FCP news article and some clarification.
 - One Task Force member voiced concerns about the quotes in the FCP article which appeared to present a discrepancy in the guidelines the group was given in drafting the recommendations
 - There was some clarification provided about making the recommendations align w/ SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) to the extent possible
 - There was the creation of a template to consider while going through the refining process. (see meeting presentation for examples).

Agenda Items:

Reminders and "One word" activity

Office of Special Education - Rankings, Wordsmithing, Recs for BOE

- 20 out of 22 task force members entered responses
- The ranking is based on the weighted average for each selection.

Appendix F (continued)

Blue Ribbon Task Force
Meeting Minutes: June 28, 2022

-
- Consensus Decision-making on Wordsmithing - Participants make decisions by agreement rather than by majority vote.
- All recommendations should follow a “SMART goal like” pattern:
 - Specific- Define what you expect, use action verbs, provide enough detail
 - Measurable- expected outcomes/staff criteria
 - Attainable/Achievable- you have the time and resources needed
 - Relevant/Realistic- improves the outcome of students
 - Time Bound- be specific on timeframe for implementation
- Each individual “bucket” has 5 w/ the exception of Professional development
- It should be noted that some initial edits were made to the recommendations, not to change the intent, but to see if it can meet the following qualifications:
 - Does it contain 4 out the 5 SMART goal components?
 - Is ambiguous language removed?
 - Did the initial reframed recommendation maintain the intent of the original recommendation?
 - Do we have a final reframed recommendation for whole group discussion?
- The original recommendation, the initial reframe and the final reframed recommendations are listed side-by-side below.
- The Groups are taking on the “buckets” as follows:
 - Group 1- Professional Development & Resources
 - Group 2- Staffing
 - Group 3 Special Education Programming/Continuum & Processing

Group Assignment List:

Group 1	Group 2	Group 3
Angela Hess	Angie Corrigan	Amy Schwiegerath
BA List	Ashley Williams	Anne Morris
Cara Phillips	Brittany Vance	Ashly Figgat
Carrie Artis	David Bass	Elizabeth Matheny
Helen Josephson	Jamelyn Tobery-Nystrom	Lisa Bromfield
Tammy Haller	Jeanine Stewart	Paul Lebo
Wendy Campbell	Judi Redona	Shawna Capotosto
		Angie Vigliotti

Appendix F (continued)

Blue Ribbon Task Force
Meeting Minutes: June 28, 2022

Group 1

Professional Development & Resources		
<i>Original Recommendation</i>	<i>Initial Reframed Recommendation</i>	<i>Final Reframed Recommendation</i>
<p>Create a multidisciplinary team (BCBA, OT, ACTT, Mental Health Provider, CASS) by feeder pattern that oversees current de-escalation training and PL experiences for all district staff and teachers that provides feedback and support in situations that may require additional support beyond Tier II. They must also provide follow-up and honest constructive feedback.</p>	<p>Beginning in FY24, create a multidisciplinary team (BCBA, OT, ACTT, Mental Health Provider, CASS) by feeder pattern that oversees current de-escalation training and PL experiences for all district staff and teachers.</p>	<p>Beginning in FY24, create a multidisciplinary team (BCBA, OT, ACTT, Mental Health Provider, CASS) by feeder pattern (inclusive of all FCPS schools) that oversees current de-escalation training and PL experiences for all district staff and teachers. The team will provide ongoing feedback and evaluate the need for additional support beyond Tier II.</p>
<p>Offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular on-going interval check in and practice. Reserve physical management training for only those that require it and provide board recommendations on programs ahead of FY24 budget cycle. Create a required course in SafeSchools (FCPS Staff Training Module) as a check and balance to ensure that we've reached all staff. Define ALL as any FCPS employee.</p>	<p>Beginning in FY23, Offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular on-going interval check in and practice. Reserve physical management training for only those that require it. Create a required course. Define ALL as any FCPS employees who interact with students.</p>	<p>Beginning in FY23, create a required professional learning to offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular on-going interval check in and practice. Define ALL as any FCPS employee. Limit physical intervention training to only those that require physical management as a role of their position.</p>
<p>Train staff how to fully utilize co-teaching. Possibly rethink what co-teaching is in some cases. Utilized an OT and a Special Ed Teacher, or a Speech Pathologist and a Special Ed teacher, etc.</p>	<p>Beginning in FY25, FCPS will begin the implementation of a professional learning series on current and best practices in the areas of co-teaching which utilizes multiple special education providers such as special education teachers, occupational therapists, and/or Speech-Language Pathologists, etc.</p>	<p>Beginning in FY25, FCPS will begin the implementation of a professional learning series on current and best practices in the areas of co-teaching which utilizes multiple special education providers such as special education teachers, occupational therapists, and/or Speech- Language Pathologists, etc.</p>

<p>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. Transparent process for staff and families that supports mainstream opportunities to least restrictive environment based on individualized team decisions.</p>	<p>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. A transparent process for staff and families that supports mainstream opportunities to least restrictive environment based on individualized team decisions.</p>	<p>*****NOTE*****</p> <p>This has been removed as recommendation as it is currently captured in other recommendations in both this and other “buckets”</p>
<p>Comprehensive PL of cognitive assessments, Educational scores, sensory profiles, Speech assessments, as well as outside assessments. Comprehensive PL of Disability codings, as well as implicit basis. Staff needs to understand how a child presents to them so that they can plan specially designed instruction.</p>	<p>Beginning in FY24, create a comprehensive professional learning of cognitive assessments, Educational scores, sensory profiles, Speech assessments, as well as outside assessments. Comprehensive PL of Disability codings, as well as implicit basis. This will support the implementation of specially designed instruction.</p>	<p>Beginning in FY24, create a comprehensive professional learning of cognitive assessments, educational scores, sensory profiles, speech assessments, as well as outside assessments. Comprehensive PL including disability codings and implicit basis. This will support in the implementation of specially designed instruction.</p>

Appendix F (continued)

Blue Ribbon Task Force
Meeting Minutes: June 28, 2022

Group 3

Special Education Programming/Continuum & Processes		
<i>Original Recommendation</i>	<i>Initial Reframed Recommendation</i>	<i>Final Reframed Recommendation</i>
Explore a neutral third party to evaluate, investigate and audit all of the specialized programs within FCPS to ensure all programs and related services are successful and meeting stated goals, explore possible additional programs and provide board recommendations on programs ahead of FY24 budget cycle.	Explore a neutral third party to evaluate, investigate and audit all of the specialized programs within FCPS to ensure all programs and related services are successful and meeting stated goals, explore possible additional programs and provide board recommendations on programs ahead of FY25 budget cycle.	Explore a neutral third party to evaluate, investigate and audit all of the specialized programs within FCPS to ensure all programs and related services are successful and meeting stated goals, explore possible additional programs to address any identified gaps for students with disabilities, and provide board recommendations on programs ahead of FY25 budget cycle.
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.	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. Provide recommendations for proposed budget enhancements ahead of FY25 budget cycle.	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. Provide recommendations for proposed budget enhancements ahead of FY25 budget cycle.
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.	Beginning in FY24 create 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.	Beginning in FY24 create an advocacy center that provides supports, information, and best practices, which is integrated and accessible in each feeder pattern (inclusive of all schools) so it is routinely available to all families.
Explore an evidence-based program focused on autism support to bridge the gap between the Expressions and Pyramid programs	Beginning in FY23 explore an evidence-based program focused on autism support to bridge the gap between the Expressions and Pyramid programs, provide the board proposed budget enhancements ahead of FY24 budget cycle.	Beginning in FY23, explore an evidence-based program for students that are not an appropriate fit for the current specialized programs. Provide the board proposed budget enhancements ahead of FY24 budget cycle.

<p>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. Clarify best practices for staff member roles within the meeting.</p>	<p>Beginning in FY23, 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. Clarify best practices for staff member roles within the meeting.</p>	<p>Beginning in FY23, 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. Clarify best practices for staff member roles within the meeting to ensure compliance and enhanced student outcomes.</p>
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Group 2

Staffing		
<i>Original Recommendation</i>	<i>Initial Reframed Recommendation</i>	<i>Final Reframed Recommendation</i>
<p>Behavior support position at every elementary school.</p>	<p>Beginning in FY24 outline a budget enhancement that will ensure a Behavior support position is at every elementary school.</p>	<p>Add a behavior support position at every elementary school and require a behavior specialist as one of the positions in each school by FY24.</p>
<p>Explore options of adding increased levels of staffing, including Special Education Administrators/Coordinators for specialized programs, and explore decreased class and case management sizes for teachers in specialized programs models in specialized programs in order to increase the amount of time certified staff are able to work with student and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.</p>	<p>Explore options of adding increased levels of staffing, including Special Education Administrators/Coordinators for specialized programs, and explore decreased class and case management sizes for teachers in specialized programs models in specialized programs in order to increase the amount of time certified staff are able to work with student and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.</p>	<p>In order to reduce special education workload and increase staff planning time in all Specialized programs by FY24</p> <ul style="list-style-type: none"> - Increase special education teaching staff in all schools - Increase the number of Special Education Administrators/Coordinators in all schools
<p>Review evidence based programs for co-teaching, and reviewing class sizes in all programming across the county in order to reduce the number of students who eventually require specialized support or will be unable to be served by FCPS programs and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.</p>	<p>Review evidence based programs for co-teaching, and reviewing class sizes in all programming across the county in order to reduce the number of students who may require specialized support or will be unable to be served by FCPS programs and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.</p>	<p>Implement evidence-based co-teaching models for mainstream and specialized programs which utilizes multiple special education providers which could include, but not limited to: special education teachers, occupational therapists, and/or Speech-Language Pathologists, etc. Provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.</p>

<p>Continue to review and improve the determination process of student adult support and SEIA assignment, including consideration of increased adult and dedicated support hours being written into IEPs for students (instead of having a blanket policy against having 1:1's) and provide board recommendations on additional funding required ahead of FY24 budget cycle.</p>	<p>Continue to review and improve the determination process of student adult support and SEIA assignment, including consideration of increased adult and dedicated support hours being written into IEPs for students (such as 1:1 paraprofessional support) and provide board recommendations on additional funding required ahead of FY24 budget cycle.</p>	<p>Assign staff based on individual student needs as determined by IEP teams such as 1:1 SEIA's and develop a review process to ensure fidelity of the assignment. Provide board recommendations on additional funding required ahead of FY24 budget cycle.</p>
<p>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.</p>	<p>Beginning in FY24 create a team based approach in order to best meet the needs of the student and classroom for behavioral interventions. Provide and model recommendations and training when applicable.</p>	<p>*****NOTE***** This has been removed as recommendation as it is currently captured in other recommendations in both this and other "buckets"</p>

Next Steps

- What is the ultimate number of recommendations that we will put forward to the board. Should we pair them down further?
 - It was unanimous, we will present all 13 of the finalized recommendations to the board on August 10th.

The next time the group will reconvene is at the August 10th board meeting. Attendance at the board meeting by the task force is not required, but all are invited to attend.

Thank you for all of your hard work!

Appendix G

Blue Ribbon Task Force
Presentation: May 17, 2022

Special Education Overview

*Blue Ribbon Task Force
May 17, 2022*



1

Charge to the Task Force

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.

Dr. Michael Markoe



2



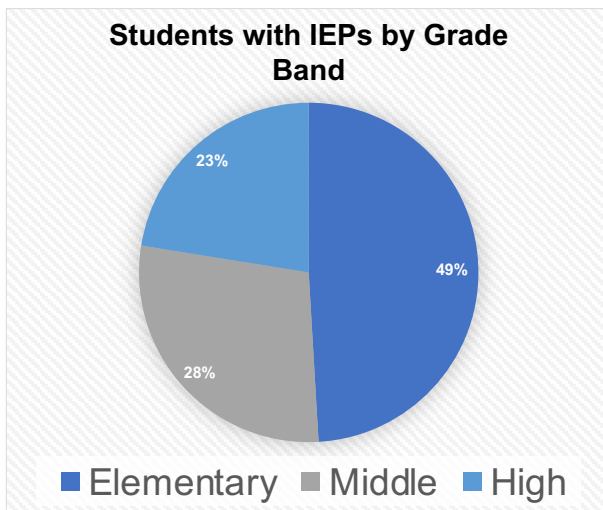
Agenda

1.	Special Education by the Numbers
2.	Continuum of Services
3.	Continuum of Behavior Supports
4.	Proposed Budget Enhancements
5.	Department of Justice Updates



3

Special Education by the Numbers



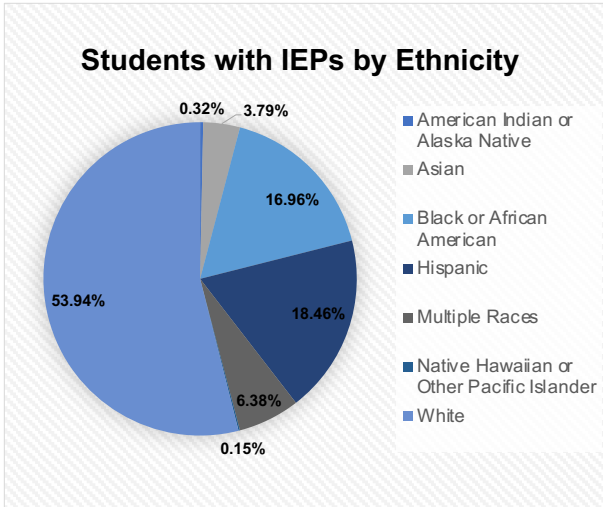
<u>Grade Band</u>	<u>Count (Percentage)</u>
Elementary Schools	2,645 (49%)
Middle Schools	1,211 (28%)
High Schools	1,534 (23%)
Total	5,390

Total Student Enrollment (5.9.22)	46,098
Percentage of Students with IEPs	11.69%



4

Special Education by the Numbers

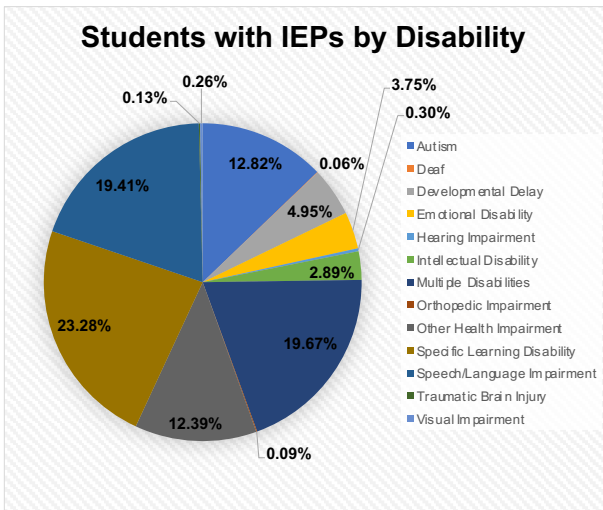


<u>Ethnicity</u>	<u>Count (Percentage)</u>
American Indian or Alaska Native	17 (0.32%)
Asian	204 (3.79%)
Black or African American	914 (16.96%)
Hispanic	995 (18.46%)
Multiple Races	344 (6.38%)
Native Hawaiian or Other Pacific Islander	8 (0.15%)
White	2,907 (53.94%)



5

Special Education by the Numbers



<u>Disability</u>	<u>Count (Percentage)</u>
Autism	691 (12.82%)
Deaf	3 (0.06%)
Developmental Delay	267 (4.95%)
Emotional Disability	202 (3.75%)
Hearing Impairment	16 (0.30%)
Intellectual Disability	156 (2.89%)
Multiple Disabilities	1,060 (19.67%)
Orthopedic Impairment	5 (0.09%)
Other Health Impairment	668 (12.39%)
Specific Learning Disability	1,255 (23.28%)
Speech/Language Impairment	1,046 (19.41%)
Traumatic Brain Injury	7 (0.13%)
Visual Impairment	14 (0.26%)



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Special Education by the Numbers

Staff- School Based	
Title	Count
Special Education Teachers- General Education, Specialized Programs, Visually Impaired, Deaf/Hard of Hearing, Infants & Toddlers, Community PreK	369
Speech- Language Pathologists	79.5
Special Education Instructional Assistants (Benefitted/Non-Benefitted)	599/74
Behavior Support Specialists	9.0
School Therapists	19.0
Interpreters (Sign Language)	42.0



7

Special Education by the Numbers

Staff- School Based
Related Services
<ul style="list-style-type: none"> ● Special Transportation ● Adaptive PE <ul style="list-style-type: none"> ○ Provided by General Education Physical Education Teachers ● Occupational Therapists* ● Physical Therapists* ● Music Therapy** ● Art Therapy**

* Funded through Frederick County Health Department
 ** Contract Staff



8

Special Education by the Numbers

Staff- Central Office Support

TITLE	COUNT
Directors- <i>Elementary & Secondary</i>	2.0
Supervisors- <i>Elementary, Middle, High, Speech & Related Services, Behavior Analysts</i>	5.0
Coordinators- <i>Instructional, Specialized Programs, Interpreting Services</i>	22.0
Teacher Specialists- <i>Child Find, Elementary Instructional, Secondary Instructional, Speech/Language, Structured Literacy/Interventions, ACTT, Adaptive PE, Non-Public, Transition</i>	17.0
Attorney	1.0
Paralegal	1.0
Partners for Success/Community Liaison	1.0



9

Continuum of Services

Least Restrictive

Most Restrictive

- General Education
- Consultation with Special Education Teacher/Related Service Provider
- Co-Teaching or Push In- General Education Classroom
- Special Education Setting
 - Open Resource/Pull Out
 - Specialized Programs (Expressions, Learning for Life, & Pyramid)
- Public Separate Day School
 - Rock Creek School
- Private Separate Day School (Non-Public)
- Residential Treatment

Additional Special Education Programs:

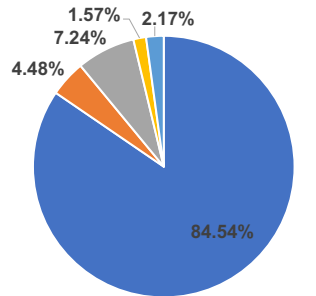
- Infants & Toddlers Program
- Child Find Services
- Special Education PreK
- RISE
- SUCCESS (*Transition Program 18-21*)



10

Continuum of Services- Least Restrictive Environment

Least Restrictive Environment- Ages 6-21



- Inside General Education - >80%
- Inside General Education - 40%-79%
- Inside General Education - <40%
- Public Separate Day School
- Private Separate Day School

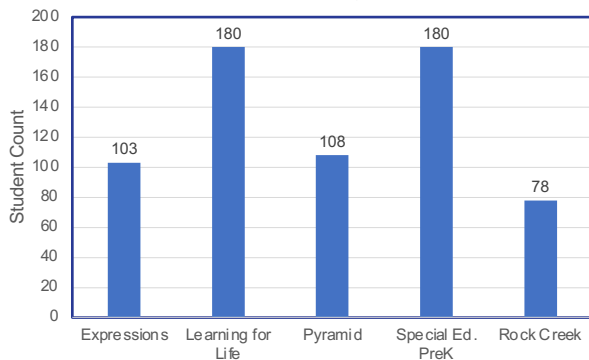
<u>LRE (Ages 6-21)</u>	<u>Count (Percentage)</u>
Inside General Education- >80%	4,096 (84.54%)
Inside General Education- 40%-79%	217 (4.48%)
Inside General Education- <40%	351 (7.24%)
Public Separate Day School	76 (1.57%)
Private Separate Day School	105 (2.17%)



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Continuum of Services- Specialized Programs

Specialized Programs



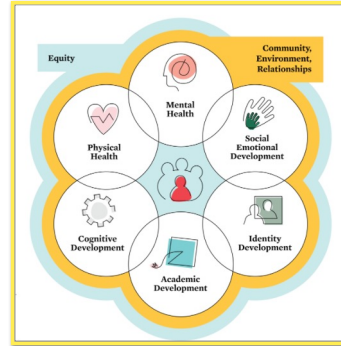
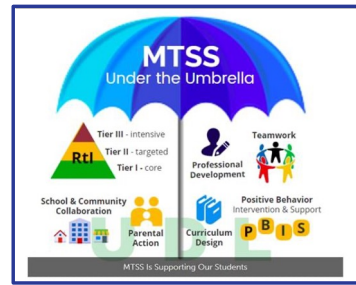
<u>Program</u>	<u>Count</u>
Expressions	103
Learning for Life	180
Pyramid	108
Special Ed. PreK	180
Rock Creek	78



12

Continuum of Behavior Supports

- Using the lens of whole child development ensures that decisions are informed by research and that each and every learner is seen, heard, known, and supported.
- Tier I interventions – Universal school wide interventions**
 - Social Emotional Learning (Paths Curriculum), Positive Behavior Supports, Mindfulness, Trauma-Informed approaches, and Culturally Responsive practices
- Tier II interventions – Small Group Interventions addressing school-wide expectations**
 - LSCI, Restorative Practices, Calming strategies and locations, Check-In/Check-Out, Social Skills Training
- Tier III interventions – Individualized interventions addressing specific student needs**
 - Therapy, FBA and BIP (Function based behavior interventions), and Mentoring



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Proposed Budget Enhancements

- All SEIA positions will become benefitted
- Expressions Teachers & SEIAs move to 11 months
- Expressions, Learning for Life, Pyramid SEIAs move to grade 8 pay scale
- 24.0 Additional SEIAs for Pyramid
- 17.0 Board Certified Behavior Analysts (BCBAs)
- 2.0 Special Education Supervisors for Specialized Programs (Elem & Secondary)
- 4.0 Adaptive PE Teachers
- 21 Hours Per Diem for Special Education Case Managers
- Increase Speech-Language Pathologists to 11 months
- Compensatory Services



14

Department of Justice (DOJ) Updates

Requirements	Status
Staffing Changes- All Behavior Support Specialists who are assigned to Expressions, Pyramid, and Rock Creek will need to be a Board Certified Assistant Behavior Analyst (BCaBA)	In Progress
Staffing Changes- Every school with a self-contained classroom (Expressions, Pyramid, and Rock Creek) will have at least one BCaBA; 1 BCaBA for every 20 students	In Progress
Staffing Changes- FCPS will create a new position: BCaBA Supervisor	Complete
Staffing Changes- Principals will collect and review student specific and schoolwide physical restraint data on a weekly basis	In Progress
Seclusion Practices- FCPS will immediately end the use of seclusion	Complete



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Department of Justice (DOJ) Updates

Requirements	Status
Physical Restraint Practices- FCPS will develop an electronic system for storing all physical restraint reports	Complete
Complaint Procedure- FCPS will develop a complaint process to ensure it quickly responds to all complaints about the use of physical restraint	Complete
Special Education Procedures & Documentation- FCPS will update their FBA/BIP process to include each behavior in need of intervention and discuss the limits on physical restraint contained in students' IEPs	In Progress
Law Enforcement- Any time FCPS staff requests that a School Resource Office ("SRO") or other law enforcement officer respond to student behavior, that staff person will complete a written report	Complete
Staffing- FCPS will create a multi-year plan to hire more teachers with special education certifications and will create incentives for current employees to get special education and BCaBA certifications	Complete



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Department of Justice (DOJ) Updates

Requirements	Status
Training- Develop a yearly course for all instructional staff (Use of Restraint, Federal & State Laws, Debriefing)	In Progress
Training- Develop a yearly course for special education teachers (FBAs, BIPs, Behavior Goals)	In Progress
Notice to Parents/Guardians- Publish a summary of the settlement agreement	Complete
Reporting- FCPS will provide status reports to the DOJ	In Progress
Compensatory Education- Active & Inactive Students who were restrained or secluded during the 2017-2018 through the 2020-2021 school years will be offered compensatory education	In Progress



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Questions



18

Appendix H

Blue Ribbon Task Force
Presentation: May 31, 2022

Specialized Programs

*Blue Ribbon Task Force
May 31, 2022*



1

Charge to the Task Force

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.

Dr. Michael Markoe



2



Agenda

1.	Expressions
2.	Learning for Life
3.	Pyramid
4.	Rock Creek School
5.	RISE
6.	Non-Public Schools
7.	Activity



3

Expressions

Purpose:

Expressions provides integrated and enhanced special education supports for students with functional communication needs. Students are provided with a variety of communication methods as they develop verbal speech and/or a functional communication system in a small, structured classroom with opportunities for inclusion also provided. The program uses a variety of instructional strategies and evidence-based practices, including principles aligned with Applied Behavioral Analysis. Programs are staffed with a high adult-to-student ratio. Students work on the Essential Elements of the Maryland College & Career Readiness Standards, adaptive, self advocacy, life, and functional communication skills. Students pursue a High School Certificate of Completion and graduation status is reviewed annually beginning in third grade.



4

Expressions- Snapshot



Elementary	Middle Schools	High Schools
9-11 students per classroom		
<ul style="list-style-type: none"> ❖ Carroll Manor ES (4) ❖ Deer Crossing ES (3) ❖ Middletown Primary (3) ❖ Middletown ES (2) 	<ul style="list-style-type: none"> ❖ Gov. Thomas Johnson MS (3) 	<ul style="list-style-type: none"> ❖ Gov. Thomas Johnson HS (3)



Staff
<ul style="list-style-type: none"> ❖ 1.0 Special Education Teacher ❖ 3.0 Special Education Instructional Assistants (SEIAs) for every classroom ❖ 1.0 Special Education Specialized Program Coordinator at each school



Students
<ul style="list-style-type: none"> ❖ Elementary- 70 ❖ Middle- 15 ❖ High- 20 ❖ Total- 105



5

Learning for Life

Purpose:

Learning for Life provides integrated support to students with a variety of developmental and cognitive disabilities in a small, structured classroom with opportunities for inclusion with non-disabled peers, as appropriate. Students learn functional academic and life skills and receive instruction in modified Common Core Standards. After third grade, students pursue a High School Certificate of Completion. Graduation status is reviewed annually.



6

Learning for Life- Snapshot



Elementary	Middle Schools	High Schools	
9-12 students per classroom	10-12 students per classroom	12-15 students per classroom	
<ul style="list-style-type: none"> ❖ Glade ES ❖ Monocacy ES ❖ Orchard Grove ES ❖ Twin Ridge ES 	<ul style="list-style-type: none"> ❖ Crestwood MS ❖ Middletown MS ❖ Oakdale MS ❖ Walkersville MS ❖ West Frederick MS 	<ul style="list-style-type: none"> ❖ Brunswick HS ❖ Frederick HS (2) ❖ Gov. Thomas Johnson HS (3) ❖ Linganore HS 	<ul style="list-style-type: none"> ❖ Middletown HS ❖ Oakdale HS ❖ Tuscarora HS ❖ Urbana HS ❖ Walkersville HS



Staff
<ul style="list-style-type: none"> ❖ 1.0 Special Education Teacher ❖ 2.0 Special Education Instructional Assistants (SEIAs) for every classroom ❖ 2.0 Special Education Specialized Program Coordinators (Elementary/Secondary)



Students
<ul style="list-style-type: none"> ❖ Elementary- 32 ❖ Middle- 47 ❖ High- 102 ❖ Total- 181



7

Pyramid

Purpose:

Pyramid provides integrated support to students with significant social and emotional needs. Intensive special education and therapeutic services are provided in a small, structured setting within a general education school. Students have opportunities for inclusion in general education classes with non-disabled peers, as appropriate, and are pursuing a high school diploma.



8

Pyramid- Snapshot



Elementary	Middle Schools	High Schools
9-11 students per classroom	10-12 students per classroom	10-12 students per classroom
<ul style="list-style-type: none"> ❖ Blue Heron ES (5) ❖ Lewistown ES (4) 	<ul style="list-style-type: none"> ❖ Ballenger Creek MS (3) ❖ New Market MS (3) 	<ul style="list-style-type: none"> ❖ Gov. Thomas Johnson HS (3) ❖ Tuscarora HS (3) ❖ Walkersville HS (3)



Staff
<ul style="list-style-type: none"> ❖ 1.0 Special Education Teacher ❖ 2.0 Special Education Instructional Assistants (SEIAs) for every classroom ❖ 1.0 Special Education Specialized Program Coordinator at each school



Students
<ul style="list-style-type: none"> ❖ Elementary- 28 ❖ Middle- 35 ❖ High- 43 ❖ Total- 106



9

Rock Creek School

Purpose:

Rock Creek School is a special education day-school that serves diverse functional academic, medical and behavioral needs, as appropriate, for students ages 3-21 who have significant cognitive disabilities and are working on a Maryland High School Certificate of Completion. While there is an emphasis on functional academics, instruction is also based on the Maryland College and Career-Ready Standards. Communication, decision-making, interpersonal, career/vocational, recreational/leisure and community-based skills as well as other IEP needs are addressed, as appropriate. Related services may include adapted art, music and physical education, assistive technology, occupational and physical therapy, and hearing, vision and speech/language services.



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Rock Creek- Snapshot



Staff	
<ul style="list-style-type: none"> ❖ 1.0 Principal ❖ 1.0 Assistant Principal ❖ 1.0 School Therapist ❖ 1.0 Behavior Support Specialist/BCBA ❖ 2.0 Speech/Language Pathologists (SLPs) 	<ul style="list-style-type: none"> ❖ 14.0 Special Education Teachers ❖ 42.0 Special Education Instructional Assistants (SEIAs)



Separate Day School
<ul style="list-style-type: none"> ❖ Rock Creek School (PreK- 12th Grade)



Students
<ul style="list-style-type: none"> ❖ Elementary- 27 ❖ Middle- 12 ❖ High- 37 ❖ Total- 76



11

RISE- Responsive Interventions for Student Excellence

Purpose:

The Hillcrest Elementary RISE program at Frederick County under the authority of Sheppard Pratt Health System, Inc. is a Type II School program developed to assist students with autism spectrum disorders, emotional disabilities, or other appropriate disabilities, transition to a less restrictive setting. The school serves male and female students in grades 1-5 that are expected to earn a high school diploma. The program has a capacity of ten student and is a collaborative effort between the Sheppard Pratt Health System (SPHS) and the Frederick County Public School System (FCPS). SPHS provides classroom, related service and various support staff. FCPS provides classroom space, materials and access to the general and special education resources of Hillcrest Elementary School. The Frederick County curriculum (MD College, Career and Readiness Standards) is used as the basis for instruction.



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RISE- Snapshot



Staff

- ❖ Educational Director/Board Certified Behavior Analyst (BCBA)
- ❖ 2.0 Special Education Teachers
- ❖ 5.0 Paraprofessionals/SEIAs
- ❖ School Therapist (*itinerant*)



Non-Public Type II

- ❖ RISE at Hillcrest Elementary School



Students

- ❖ Elementary- 10



13

Non-Public Placements

- ❖ For students requiring more comprehensive services and supports that are unable to be provided by FCPS' current continuum of services, non-public placements may be considered.
- ❖ Funding is provided for FCPS students who require support offered through Maryland School for the Blind (MSB), Maryland School for the Deaf (MSD), as well as other locations such as the Regional Institute for Children and Adolescents-Baltimore (RICA).



14

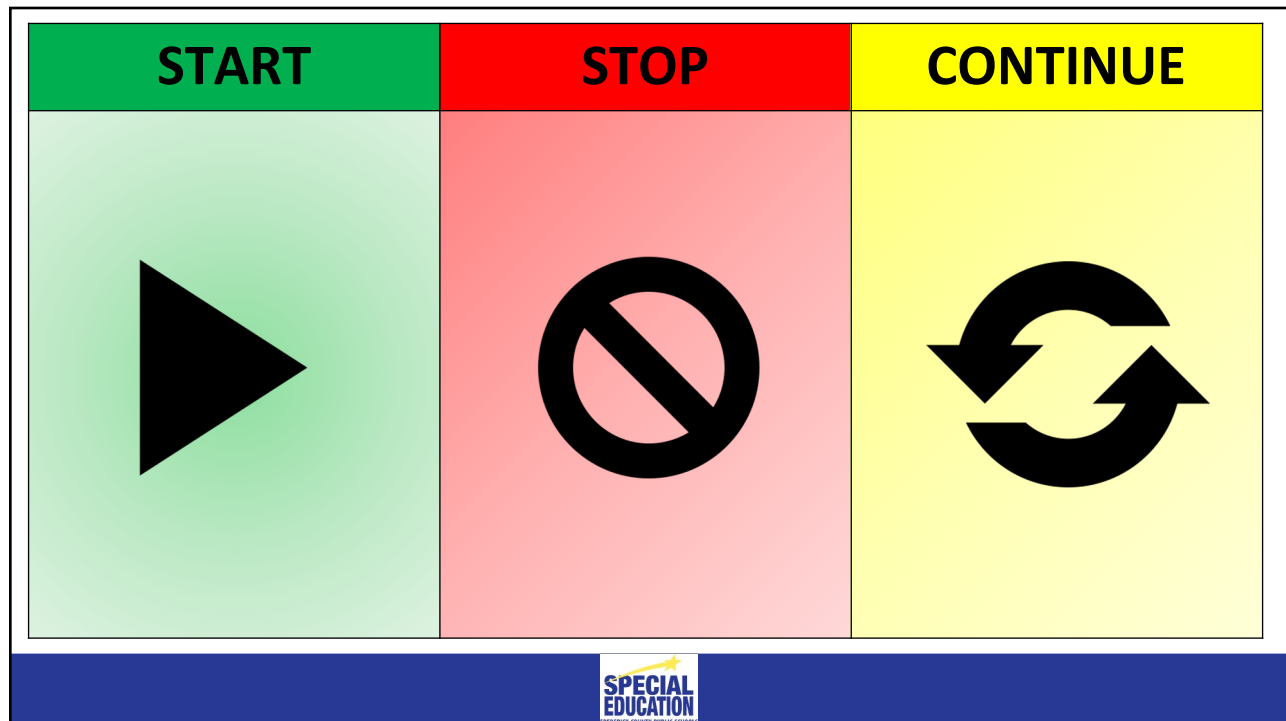
Non-Public Placements

- ❖ FCPS supports 106 students in non-public placements
- ❖ Over 80% of students who go to non-public in FCPS have a diagnosis of Autism and/or Emotional Behavior Disability
- ❖ Non-Publics*
 - ❖ Foundation School- Montgomery County
 - ❖ Ivymount School
 - ❖ Kennedy Krieger School (Greenspring, Powder Mill, and Fairmount)
 - ❖ Laurel Hall
 - ❖ Sheppard Pratt (RISE, Glyndon, Rockville)
 - ❖ Strawbridge School
 - ❖ The Harbour School at Baltimore

**Schools that account for more than 5% FCPS non-public enrollment*



15



16

Appendix I

Blue Ribbon Task Force
Presentation: June 7, 2022

Recommendation Building

*Blue Ribbon Task Force
June 7, 2022*



1

Charge to the Task Force

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.

Dr. Michael Markoe



2



Agenda

1.	New Groups
2.	Recommendation Categories
3.	Tonight's Task



3

New Groups

Group 1	Group 2	Group 3
Angela Hess	Angie Corrigan	Amy Schwiegerath
BA List	Angie Vigliotti	Anne Morris
Cara Phillips	Ashley Williams	Ashly Figgat
Carrie Artis	Brittany Vance	Elizabeth Matheny
Helen Josephson	David Bass	Lisa Bromfield
Tammy Haller	Jamelyn Tobery-Nystrom	Paul Lebo
Wendy Campbell	Jeneen Stewart	Shawna Capotosto
	Judi Redona	



4

Recommendation Categories

- ❖ Professional Development & Resources
 - ❖ *“More training regarding behavior supports for all staff/schools/teachers.”*
- ❖ Staffing
 - ❖ *“Create/Separate case management role from classroom teachers to allow them to safely and effectively manage behaviors.”*
- ❖ Special Education Programming/Continuum & Processes
 - ❖ *“Executive Functioning Program is needed in FCPS!”*



5

Tonight’s Task

- ❖ Break out into groups

Date	Group 1	Group 2	Group 3
June 7 th	Professional Development & Resources	Staffing	Special Education Programming/Continuum & Processes
June 14 th	Staffing	Special Education Programming/Continuum & Processes	Professional Development & Resources
June 21 st	Special Education Programming/Continuum & Processes	Professional Development & Resources	Staffing



6

Tonight's Task

- ❖ Assign Roles
 - ❖ Recorder (*will input recommendations into Google Doc*)
 - ❖ Timekeeper
 - ❖ Group Leader
- ❖ Review and discuss previous information (≈30 minutes)
- ❖ Begin to craft recommendations based on selected category (≈45-50 minutes)
 - ❖ *Each group will generate up to 5 recommendations per category*
- ❖ Once placed in Google Doc, Recorder raise your hand to acknowledge the team is finished.



7

Recommendations (SAMPLE)

	Professional Development & Resources	Staffing	Special Education Programming/ Continuum & Processes
Too Specific	Adopt AVID for all middle and high schools to address executive functioning globally.	Decrease caseload ranges to less than 5 for every special education case manager.	Stop spending \$5 million on non-public tuition.
Too Broad	Expand professional development opportunities for staff to learn more about executive functioning.	Add more special education teachers at each school.	Have all non-public students return to FCPS schools.
Just Right	Explore evidence-based programs to address executive functioning and provide board recommendations on programming ahead of FY24 budget cycle.	Explore and develop incentive programs for special education teacher recruitment and retention. Provide proposed budget enhancement needs for FY24 and FY25.	Engage with an external expert to analyze and provide strategies for serving students within FCPS/home school.



8

Appendix J

Blue Ribbon Task Force
Presentation: June 14, 2022

Recommendation Building

*Blue Ribbon Task Force
June 14, 2022*



1

Charge to the Task Force

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.

Dr. Michael Markoe



2



Agenda

1.	Recommendation Categories
2.	Continuing Group Work



3

New Groups

Group 1	Group 2	Group 3
Angela Hess	Angie Corrigan	Amy Schwiegerath
BA List	Ashley Williams	Anne Morris
Cara Phillips	Brittany Vance	Ashly Figgat
Carrie Artis	David Bass	Elizabeth Matheny
Helen Josephson	Jamelyn Tobery-Nystrom	Lisa Bromfield
Tammy Haller	Jeanine Stewart	Paul Lebo
Wendy Campbell	Judi Redona	Shawna Capotosto
		Angie Vigliotti



4

Recommendation Categories

- ❖ Professional Development & Resources
 - ❖ *“More training regarding behavior supports for all staff/schools/teachers.”*
- ❖ Staffing
 - ❖ *“Create/Separate case management role from classroom teachers to allow them to safely and effectively manage behaviors.”*
- ❖ Special Education Programming/Continuum & Processes
 - ❖ *“Executive Functioning Program is needed in FCPS!”*



5

Tonight’s Task

- ❖ Break out into groups

Date	Group 1	Group 2	Group 3
June 7 th	Professional Development & Resources	Staffing	Special Education Programming/ Continuum & Processes
June 14th	Staffing	Special Education Programming/ Continuum & Processes	Professional Development & Resources
June 21 st	Special Education Programming/ Continuum & Processes	Professional Development & Resources	Staffing



6

Reminders

- ❖ Assign Roles
 - ❖ Recorder (*will input recommendations into Google Doc*)
 - ❖ Timekeeper
 - ❖ Group Leader
- ❖ Review and discuss previous information (≈30 minutes)
 - ❖ www.tinyurl.com/FCPSBRTF
- ❖ Begin to craft recommendations based on selected category (≈45-50 minutes)
 - ❖ *Each group will generate up to 5 recommendations per category*
- ❖ Once placed in Google Doc, Recorder raise your hand to acknowledge the team is finished.



7

Recommendations

	Professional Development & Resources	Staffing	Special Education Programming/ Continuum & Processes
Too Specific	Adopt AVID for all middle and high schools to address executive functioning globally.	Decrease caseload ranges to less than 5 for every special education case manager.	Stop spending \$5 million on non-public tuition.
Too Broad	Expand professional development opportunities for staff to learn more about executive functioning.	Add more special education teachers at each school.	Have all non-public students return to FCPS schools.
Just Right	Explore evidence-based programs to address executive functioning and provide board recommendations on programming ahead of FY24 budget cycle.	Explore and develop incentive programs for special education teacher recruitment and retention. Provide proposed budget enhancement needs for FY24 and FY25.	Engage with an external expert to analyze and provide strategies for serving students within FCPS/home school.



8

Appendix K

Blue Ribbon Task Force
Presentation: June 21, 2022

Final Round Recommendation Building

*Blue Ribbon Task Force
June 21, 2022*



1

Charge to the Task Force

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.

Dr. Michael Markoe



2



Agenda

1.	Recommendation Categories
2.	Continuing Group Work
3.	Next Steps



3

New Groups

Group 1	Group 2	Group 3
Angela Hess	Angie Corrigan	Amy Schwiegerath
BA List	Ashley Williams	Anne Morris
Cara Phillips	Brittany Vance	Ashly Figgat
Carrie Artis	David Bass	Elizabeth Matheny
Helen Josephson	Jamelyn Tobery-Nystrom	Lisa Bromfield
Tammy Haller	Jeanine Stewart	Paul Lebo
Wendy Campbell	Judi Redona	Shawna Capotosto
		Angie Vigliotti



4

Recommendation Categories

- ❖ Professional Development & Resources
 - ❖ *“More training regarding behavior supports for all staff/schools/teachers.”*
- ❖ Staffing
 - ❖ *“Create/Separate case management role from classroom teachers to allow them to safely and effectively manage behaviors.”*
- ❖ Special Education Programming/Continuum & Processes
 - ❖ *“Executive Functioning Program is needed in FCPS!”*



5

Tonight’s Task

- ❖ Break out into groups

Date	Group 1	Group 2	Group 3
June 7 th	Professional Development & Resources	Staffing	Special Education Programming/ Continuum & Processes
June 14 th	Staffing	Special Education Programming/ Continuum & Processes	Professional Development & Resources
June 21 st	Special Education Programming/ Continuum & Processes	Professional Development & Resources	Staffing



6

Reminders

- ❖ Assign Roles
 - ❖ Recorder (*will input recommendations into Google Doc*)
 - ❖ Timekeeper
 - ❖ Group Leader
- ❖ Review and discuss previous information (≈15 minutes)
 - ❖ www.tinyurl.com/FCPSBRTF
- ❖ Begin to craft recommendations based on selected category (≈45-50 minutes)
 - ❖ *Each group will generate up to 5 recommendations per category*
- ❖ Once placed in Google Doc, Recorder raise your hand to acknowledge the team is finished.



7

Recommendations

	Professional Development & Resources	Staffing	Special Education Programming/ Continuum & Processes
Too Specific	Adopt AVID for all middle and high schools to address executive functioning globally.	Decrease caseload ranges to less than 5 for every special education case manager.	Stop spending \$5 million on non-public tuition.
Too Broad	Expand professional development opportunities for staff to learn more about executive functioning.	Add more special education teachers at each school.	Have all non-public students return to FCPS schools.
Just Right	Explore evidence-based programs to address executive functioning and provide board recommendations on programming ahead of FY24 budget cycle.	Explore and develop incentive programs for special education teacher recruitment and retention. Provide proposed budget enhancement needs for FY24 and FY25.	Engage with an external expert to analyze and provide strategies for serving students within FCPS/home school.



8

Next Steps



Appendix L

Blue Ribbon Task Force
Presentation: June 28, 2022

Finalize Recommendations

*Blue Ribbon Task Force
June 28, 2022*



1

Charge to the Task Force

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.

Dr. Michael Markoe



2



Agenda

1.	Review Recommendation Results
2.	Finalize Recommendations



3

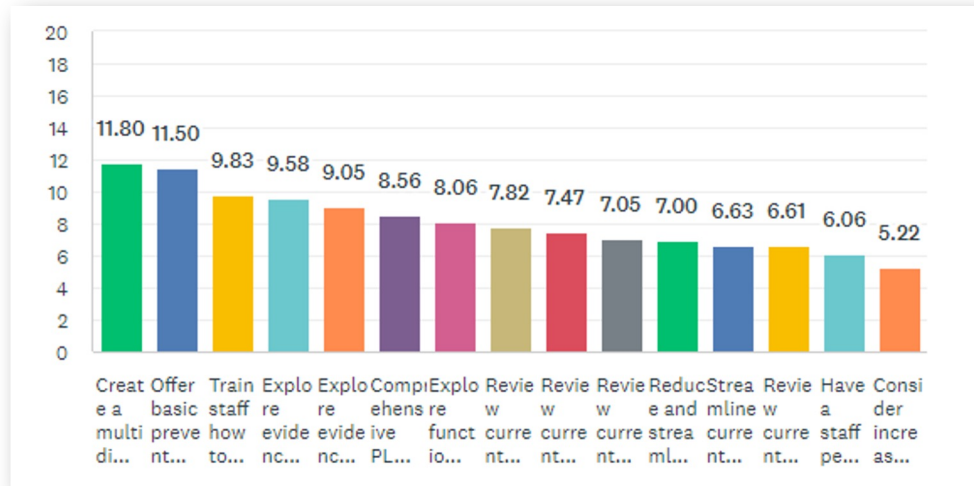
Information for Tonight

- The rankings of the recommendations were achieved by individual voting
- **20 out of 22 responses** were received
- The ranking is based on the weighted average for each selection.
- **Goal-** Take no more than 5 recommendations in each category to the Board of Education.
- **Consensus Decision-making on Wordsmithing** - Participants make decisions by agreement rather than by majority vote.
- All recommendations will follow a “smart goal like” pattern:
 - **Specific-** Define what you expect, use action verbs, provide enough detail
 - **Measurable-** *expected outcomes/staff criteria*
 - **Attainable/Achievable-** you have the time and resources needed
 - **Relevant/Realistic-** improves the outcome of students
 - **Time Bound-** be specific on timeframe for implementation



4

Professional Development



5

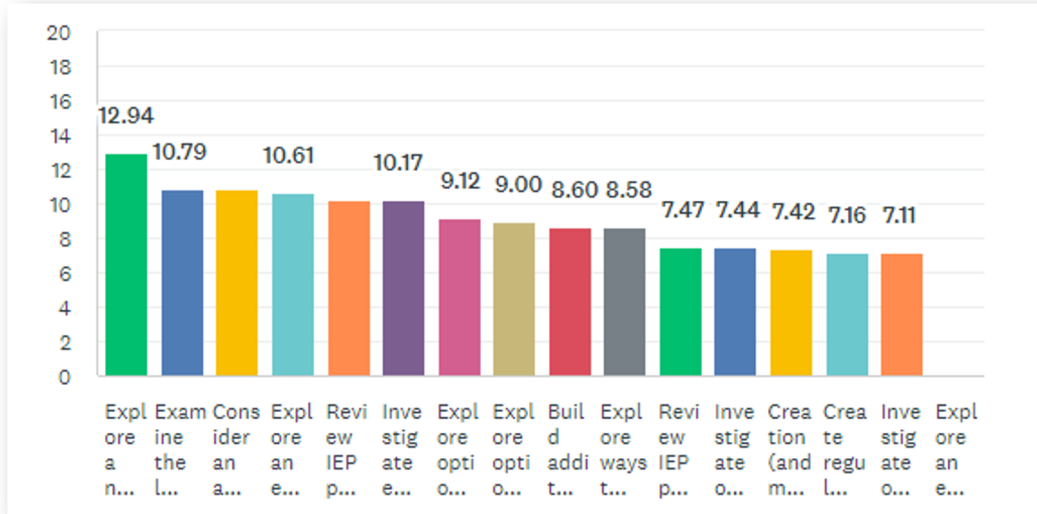
Professional Development

Recommendation	Score
Create a multidisciplinary team (BCBA, OT, ACTT, Mental Health Provider, CASS) by feeder pattern that oversees current de-escalation training and PL experiences for all district staff and teachers that provides feedback and support in situations that may require additional support beyond Tier II. They must also provide follow-up and honest constructive feedback.	11.80
Offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular on-going interval check in and practice. Reserve physical management training for only those that require it and provide board recommendations on programs ahead of FY24 budget cycle. Create a required course in SafeSchools (FCPS Staff Training Module) as a check and balance to ensure that we've reached all staff. Define ALL as any FCPS employee.	11.50
Train staff how to fully utilize co-teaching. Possibly rethink what co-teaching is in some cases. Utilized an OT and a Special Ed Teacher, or a Speech Pathologist and a Special Ed teacher, etc.	9.83
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. Transparent process for staff and families that supports mainstream opportunities to least restrictive environment based on individualized team decisions.	9.58
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.	9.05
Comprehensive PL of cognitive assessments, Educational scores, sensory profiles, Speech assessments, as well as outside assessments. Comprehensive PL of Disability codings, as well as implicit basis. Staff needs to understand how a child presents to them so that they can plan specially designed instruction.	8.56



6

Special Education Programming/Continuum & Processes



7

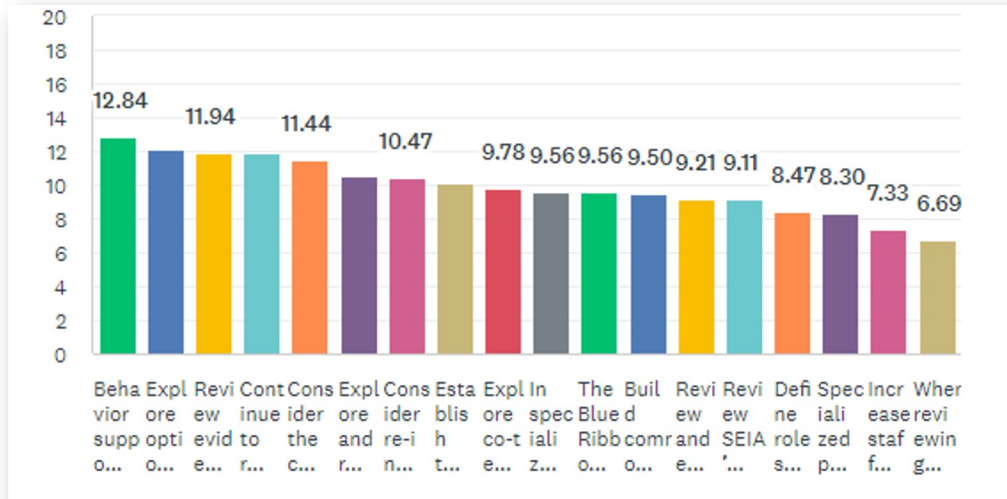
Special Education Programming/Continuum & Processes

Recommendation	Score
Explore a neutral third party to evaluate, investigate and audit all of the specialized programs within FCPS to ensure all programs and related services are successful and meeting stated goals, explore possible additional programs and provide board recommendations on programs ahead of FY24 budget cycle.	12.94
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.	10.79
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.	10.79
Explore an evidence-based program focused on autism support to bridge the gap between the Expressions and Pyramid programs	10.61
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. Clarify best practices for staff member roles within the meeting.	10.21



8

Staffing



9

Staffing

Recommendation	Score
Behavior support position at every elementary school.	12.84
Explore options of adding increased levels of staffing, including Special Education Administrators/Coordinators for specialized programs, and explore decreased class and case management sizes for teachers in specialized programs models in specialized programs in order to increase the amount of time certified staff are able to work with student and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.	12.11
Review evidence based programs for co-teaching, and reviewing class sizes in all programming across the county in order to reduce the number of students who eventually require specialized support or will be unable to be served by FCPS programs and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.	11.94
Continue to review and improve the determination process of student adult support and SEIA assignment, including consideration of increased adult and dedicated support hours being written into IEPs for students (instead of having a blanket policy against having 1:1's) and provide board recommendations on additional funding required ahead of FY24 budget cycle.	11.89
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.	11.44



10

Reframing Recommendations

	Professional Development & Resources	Questions to Review
Original Recommendation	Train staff how to fully utilize co-teaching. Possibly rethink what co-teaching is in some cases. Utilized an OT and a Special Ed Teacher, or a Speech Pathologist and a Special Ed teacher, etc.	<ul style="list-style-type: none"> • Does it contain 4 out the 5 SMART goal components? • Is ambiguous language removed? • Did the initial reframed recommendation maintain the intent of the original recommendation? • Do we have a final reframed recommendation for whole group discussion?
Initial Reframed Recommendation	Starting in FY25, FCPS will begin the implementation of a professional learning series on current and best practices in the areas of co-teaching which utilizes multiple special education providers such as special education teachers, occupational therapists, and/or Speech- Language Pathologists, etc.	
Final Reframed Recommendation		



11

Tonight's Task

- ❖ Break out into groups

Date	Group 1	Group 2	Group 3
June 28 th	Professional Development & Resources	Staffing	Special Education Programming/ Continuum & Processes

- ❖ Pull up Google Sheets (www.tinyurl.com/FCPSBRTF)
- ❖ Assign Roles
 - ❖ Recorder (*will input recommendations into Google Sheets*)
 - ❖ Timekeeper
 - ❖ Group Leader/Spokesperson
- ❖ Review original and initial reframed top 5 recommendations
- ❖ Spend 45 minutes discussing each recommendation against the questions provided
- ❖ If necessary, write final reframed recommendation in the appropriate column- you can carry over the initial reframed recommendation or refine the recommendation further



12

Tonight's Task

- ❖ Reconvene whole group
- ❖ Review final recommendations in each category:
 - ❖ Reach consensus on wording
 - ❖ Group Spokesperson takes 3 minutes to provide rationale for final reframed recommendation wording
 - ❖ Reach consensus on final number of recommendations to move forward out of each category to the Board of Education.
- ❖ **Board Presentation Meeting on August 10, 2022 at 6 PM**



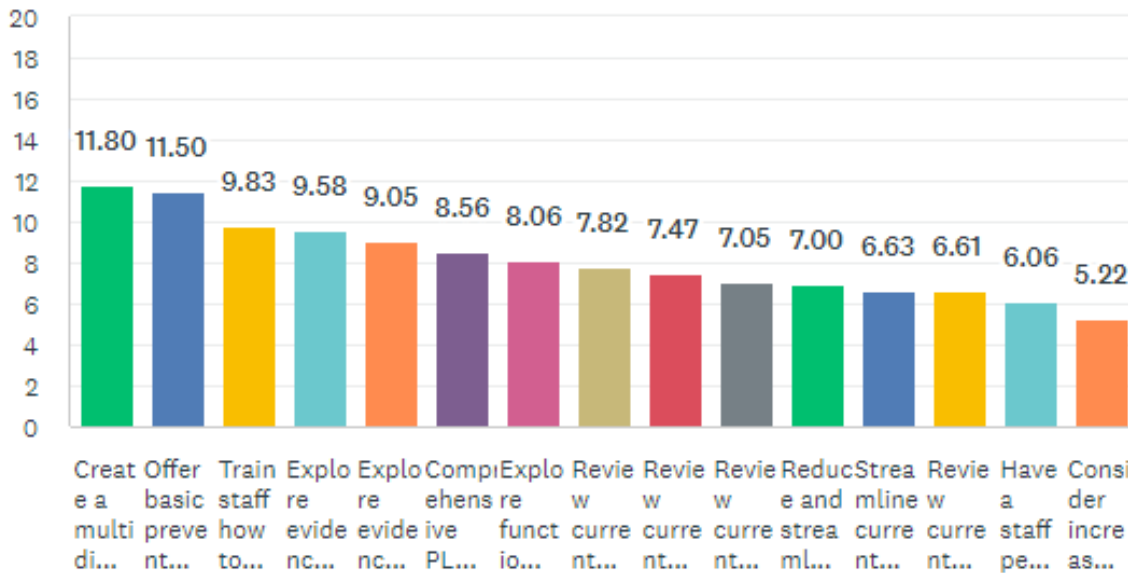
Appendix M

Results from the Task Force Recommendation Survey- Professional Development

Results from the Task Force Recommendations Survey

- The rankings of the recommendations were achieved by individual voting
- 20 out of 22 responses were received
- The ranking is based on the weighted average for each selection.

Professional Development



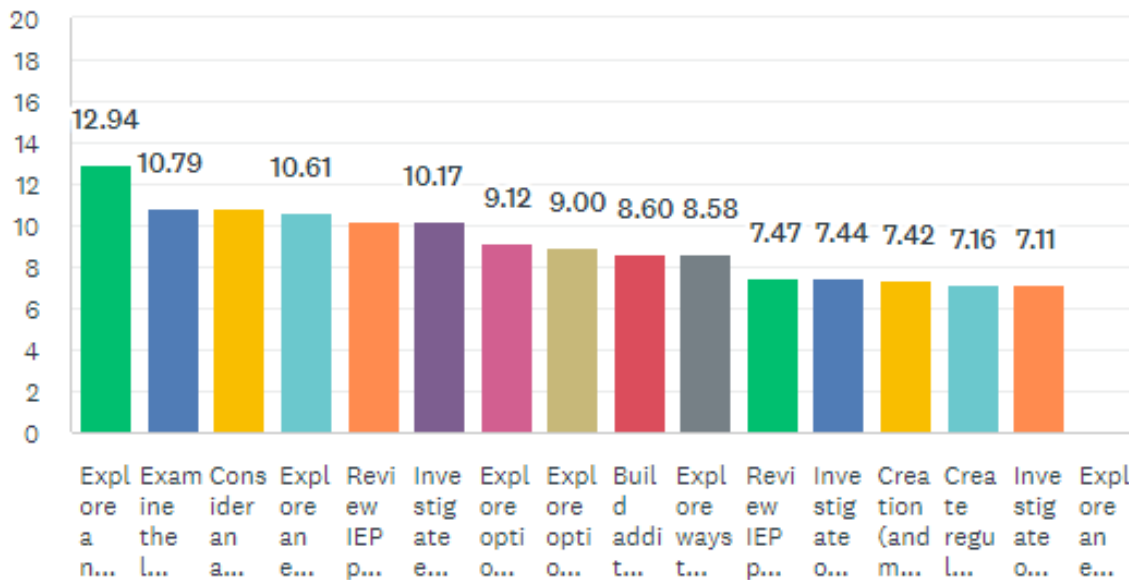
Recommendation	Score
Create a multidisciplinary team (BCBA, OT, ACTT, Mental Health Provider, CASS) by feeder pattern that oversees current de-escalation training and PL experiences for all district staff and teachers that provides feedback and support in situations that may require additional support beyond Tier II. They must also provide follow-up and honest constructive feedback.	11.80
Offer basic prevention, de-escalation and intervention strategies for ALL school staff with regular on-going interval check in and practice. Reserve physical management training for only those that require it and provide board recommendations on programs ahead of FY24 budget cycle. Create a required course in SafeSchools (FCPS Staff Training Module) as a check and balance to ensure that we've reached all staff. Define ALL as any FCPS employee.	11.50
Train staff how to fully utilize co-teaching. Possibly rethink what co-teaching is in some cases. Utilized an OT and a Special Ed Teacher, or a Speech Pathologist and a Special Ed teacher, etc.	9.83
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. Transparent process for staff and families that supports mainstream opportunities to least restrictive environment based on individualized team decisions.	9.58
Explore evidence based training and programs specifically for coordinator, administrators and	9.05

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.	
Comprehensive PL of cognitive assessments, Educational scores, sensory profiles, Speech assessments, as well as outside assessments. Comprehensive PL of Disability codings, as well as implicit bias. Staff needs to understand how a child presents to them so that they can plan specially designed instruction.	8.56
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.	8.06
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.	7.82
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.	7.47
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. On-going training opportunities throughout the school year for implementation and reflection. Prioritize training for all during the ALP process. (Consider the equity PL model)	7.05
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.	7.00
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.	6.63
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.	6.61
Have a staff person in organizational development that is specific to Special Education.	6.06
Consider increasing the funding that goes towards professional learning experiences with our Higher Education partnerships to accelerate professional development among our existing staff.	5.22

Appendix N

Results from the Task Force Recommendation Survey- Special Education Programming/Continuum & Processes

Special Education Programming/Continuum & Processes



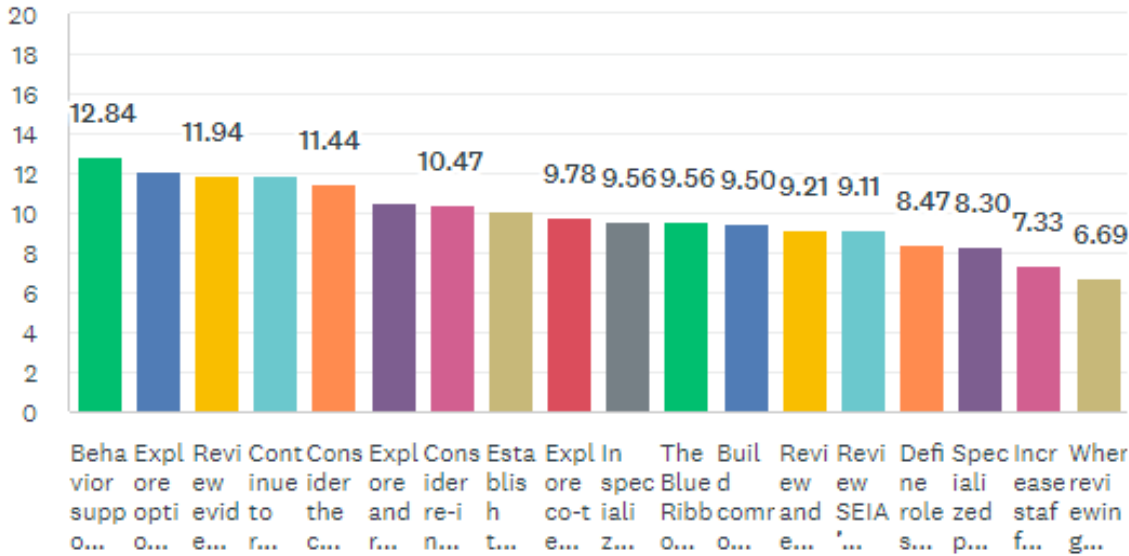
Recommendation	Score
Explore a neutral third party to evaluate, investigate and audit all of the specialized programs within FCPS to ensure all programs and related services are successful and meeting stated goals, explore possible additional programs and provide board recommendations on programs ahead of FY24 budget cycle.	12.94
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.	10.79
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.	10.79
Explore an evidence-based program focused on autism support to bridge the gap between the Expressions and Pyramid programs	10.61
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. Clarify best practices for staff member roles within the meeting.	10.21
Investigate evidence based programming options for children with higher functioning autism including executive functioning programming (e.g., social skills programming, social emotional programming) that can be utilized in both specialized programming and provide board recommendations on programs ahead of FY24 budget cycle.	10.17
Explore options for transition programs focused on needed life skills and transition to future employment or education for both diploma and certificate students and provide board recommendations on programs ahead of FY24 and FY25 budget cycle.	9.12

<p>Explore options to focus on less restrictive practices rather than less restrictive environments in all special education programming including evaluating the continuum of adult support, inclusivity programs (e.g., Joyful Inclusion - https://amypleet.com/joyful-inclusion), to support students in the general education setting and provide board recommendations on programs ahead of FY24 and FY25 budget cycle.</p>	<p>9.00</p>
<p>Build additional curriculum days for specialized programs.</p>	<p>8.60</p>
<p>Explore ways to increase outreach to community including opportunities for more parent support and education and to provide support to the special education community and to increase listening sessions and opportunities for the community to provide input to FCPS and provide board recommendations on programs ahead of FY24 and FY25 budget cycle.</p>	<p>8.58</p>
<p>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.</p>	<p>7.47</p>
<p>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). Consider the use of an advocacy center and/or a service navigator to support the process.</p>	<p>7.44</p>
<p>Creation (and maintenance of) a program handbook/manual for each specialized program to include (but not limited to) components, content, and a fidelity checklist for each specialized program to maintain quality and consistency.</p>	<p>7.42</p>
<p>Create regular parent training academies that have bussing and childcare. Parents could sign up for workshops based on their individual student needs.</p>	<p>7.16</p>
<p>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).</p>	<p>7.11</p>

Appendix O

Results from the Task Force Recommendation Survey- Staffing

Staffing



Recommendation	Score
Behavior support position at every elementary school.	12.84
Explore options of adding increased levels of staffing, including Special Education Administrators/Coordinators for specialized programs, and explore decreased class and case management sizes for teachers in specialized programs models in specialized programs in order to increase the amount of time certified staff are able to work with student and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.	12.11
Review evidence based programs for co-teaching, and reviewing class sizes in all programming across the county in order to reduce the number of students who eventually require specialized support or will be unable to be served by FCPS programs and provide budget recommendations on additional funding ahead of FY24 and FY25 budget cycle.	11.94
Continue to review and improve the determination process of student adult support and SEIA assignment, including consideration of increased adult and dedicated support hours being written into IEPs for students (instead of having a blanket policy against having 1:1's) and provide board recommendations on additional funding required ahead of FY24 budget cycle.	11.89
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.	11.44
Explore and review staffing incentives and continue to increase pay levels for all SEIAs and evaluate the option of bonuses, increased levels of pay for SEIAs that have higher levels of education, specific skills or training including educational reimbursement increases for SEIAs (including options to have education programs paid for individuals working in the district who are already	10.50

enrolled in a BCBA program in order to increase the number of eligible individuals) and provide board recommendations on additional funding required ahead of FY24 budget cycle.	
Consider re-introducing 1:1 support.	10.47
Establish the minimum for staffing in specialized programs while considering the acuity/need and ratio of students to staff (certified and support staff)	10.11
Explore co-teaching models in specialized programs with the idea of creating a rubric or model for all schools in the county.	9.78
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.	9.56
The Blue Ribbon Task Force continues to meet on a regular basis (quarterly) that are open to the public to review and provide recommendations to the Board regarding specialized program articulation, continuum of services, staffing, and professional learning.	9.56
Build common planning between co-teachers, especially at the secondary level.	9.50
Review and evaluate programs that can improve the culture of the entire district in order to ensure all staff feel respected are able to speak freely and bring concerns to administrators, and ensure everyone is focused on improvement of education and services in order to retain and incentivize individuals to stay and provide board recommendations on additional funding required ahead of FY24 budget cycle. (could be a continuum recommendation)	9.21
Review SEIA's employment status (contracting) and job role, including professional development and learning of SEIAs to increase the culture of professionalism in the role and to improve the perception of the SEIA position with a goal of increased retention of experienced and skilled SEIAs and provide board recommendations on additional funding required ahead of FY24 budget cycle.	9.11
Define roles and responsibilities of members of specialized programs, ensuring that all voices are heard. How can coordinators support teachers? Vertical teaming of programs to ensure that programs are consistent in expectations. Peer coaching, peer observing to learn and grow from others. Focus on finding uninterrupted time for professional development, case management, peer observation- can we return to 2 hour early dismissal weekly, or build up to an 8 hour work day, ¼ hour each year added over 4 years.	8.47
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	8.30
Increase staffing ratio for ACTT staff to students using augmentative technology specifically within the Expressions program to ensure regular support and modeling. (*We would like to know the ACTT staff: students who have devices in specialized programs?) Additionally, shift responsibility of preparing PECS resources to ACTT instead of SEIAs.	7.33
When reviewing the Blueprint for Maryland, find a way to ensure that special educators have dedicated time for case management only, and then curriculum planning.	6.69