

Blue Ribbon Task Force

Jun 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.
- 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

Professional Development & Resources (Group 1)		
<i>Original Recommendation</i>	<i>Initial Reframed Recommendation</i>	<i>Final Reframed Recommendation</i>
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	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.	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

<p>II. They must also provide follow-up and honest constructive feedback.</p>		<p>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</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</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>

and families that supports mainstream opportunities to least restrictive environment based on individualized team decisions.	and families that supports mainstream opportunities to least restrictive environment based on individualized team decisions.	
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.	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.	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.

Special Education Programming/Continuum & Processes (Group 3)		
<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.
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.	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.	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.

Staffing (Group 2)		
<i>Original Recommendation</i>	<i>Initial Reframed Recommendation</i>	<i>Final Reframed Recommendation</i>
Behavior support position at every elementary school.	Beginning in FY24 outline a budget enhancement that will ensure a Behavior support position is at every elementary school.	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>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 - Increase special education teaching staff in all schools - Increase the number of Special Education Administrators/Coordinators in all schools</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 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</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>

to know the situation (discuss what interventions have been tried), provide and model recommendations and furnish training if needed.		
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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!