

# Finalize Recommendations



*Blue Ribbon Task Force  
June 28, 2022*



# 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***



# Agenda

1.

Review Recommendation  
Results

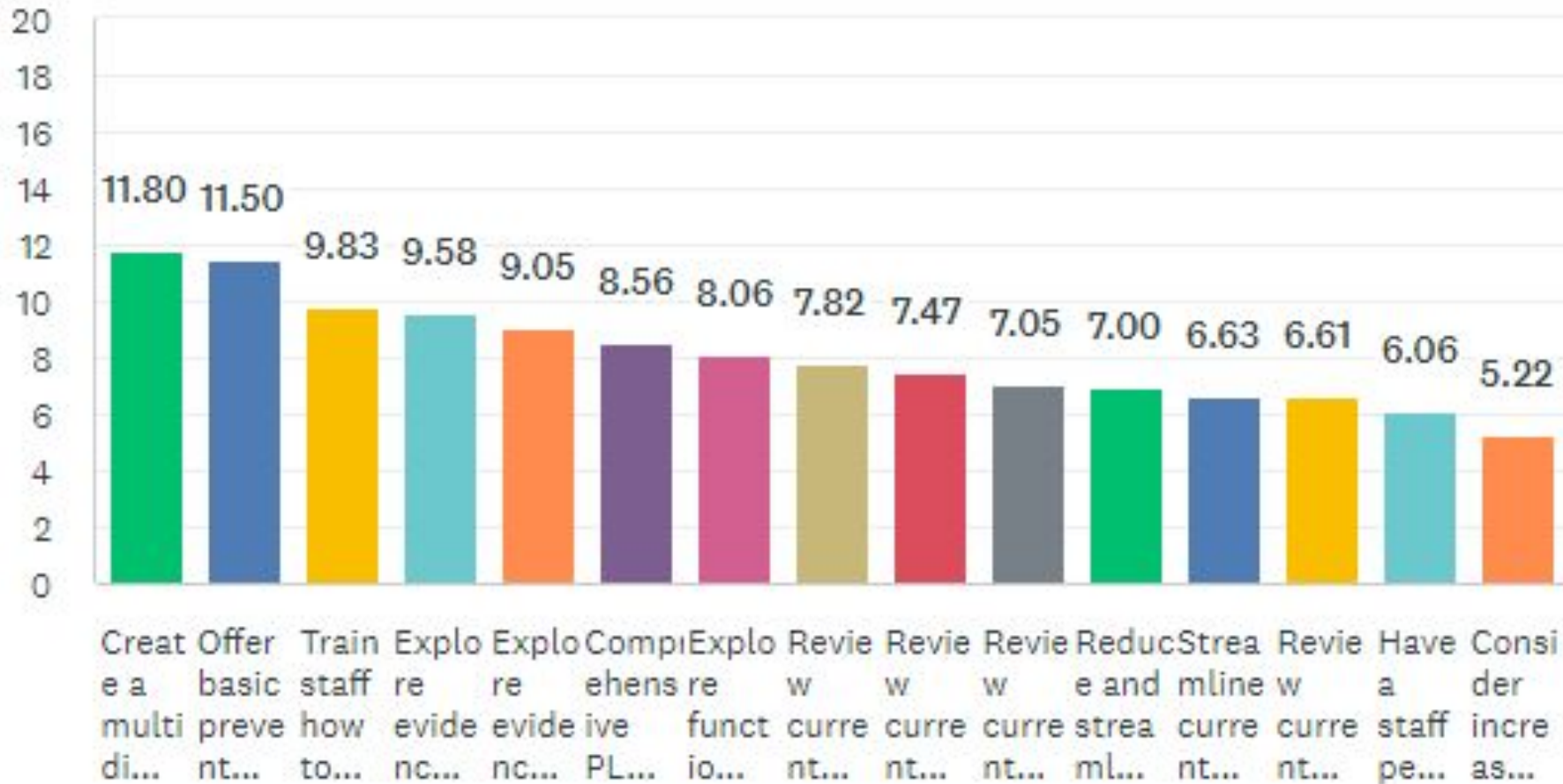
2.

Finalize Recommendations

# 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

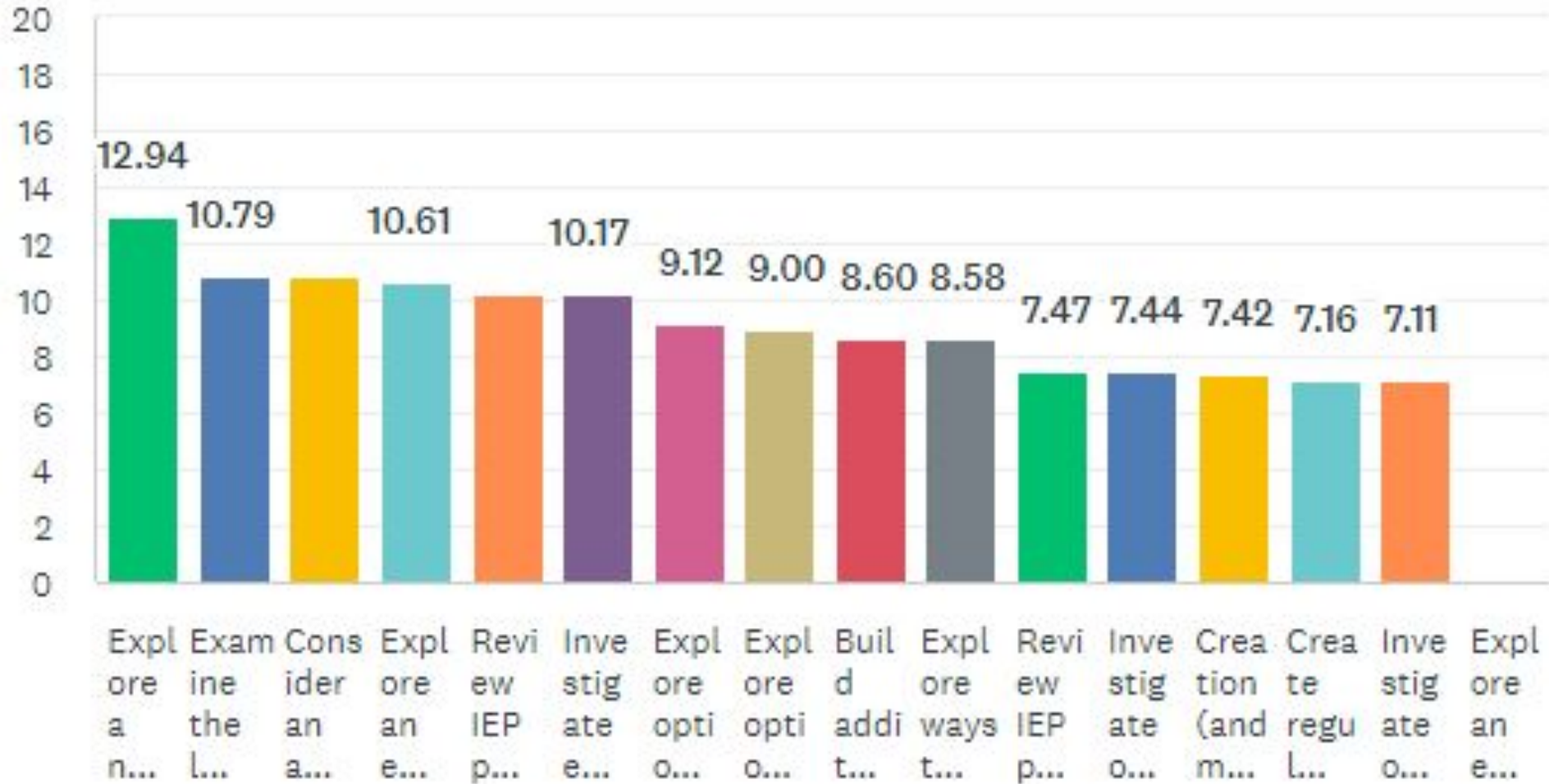
# Professional Development



# 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

# Special Education Programming/Continuum & Processes

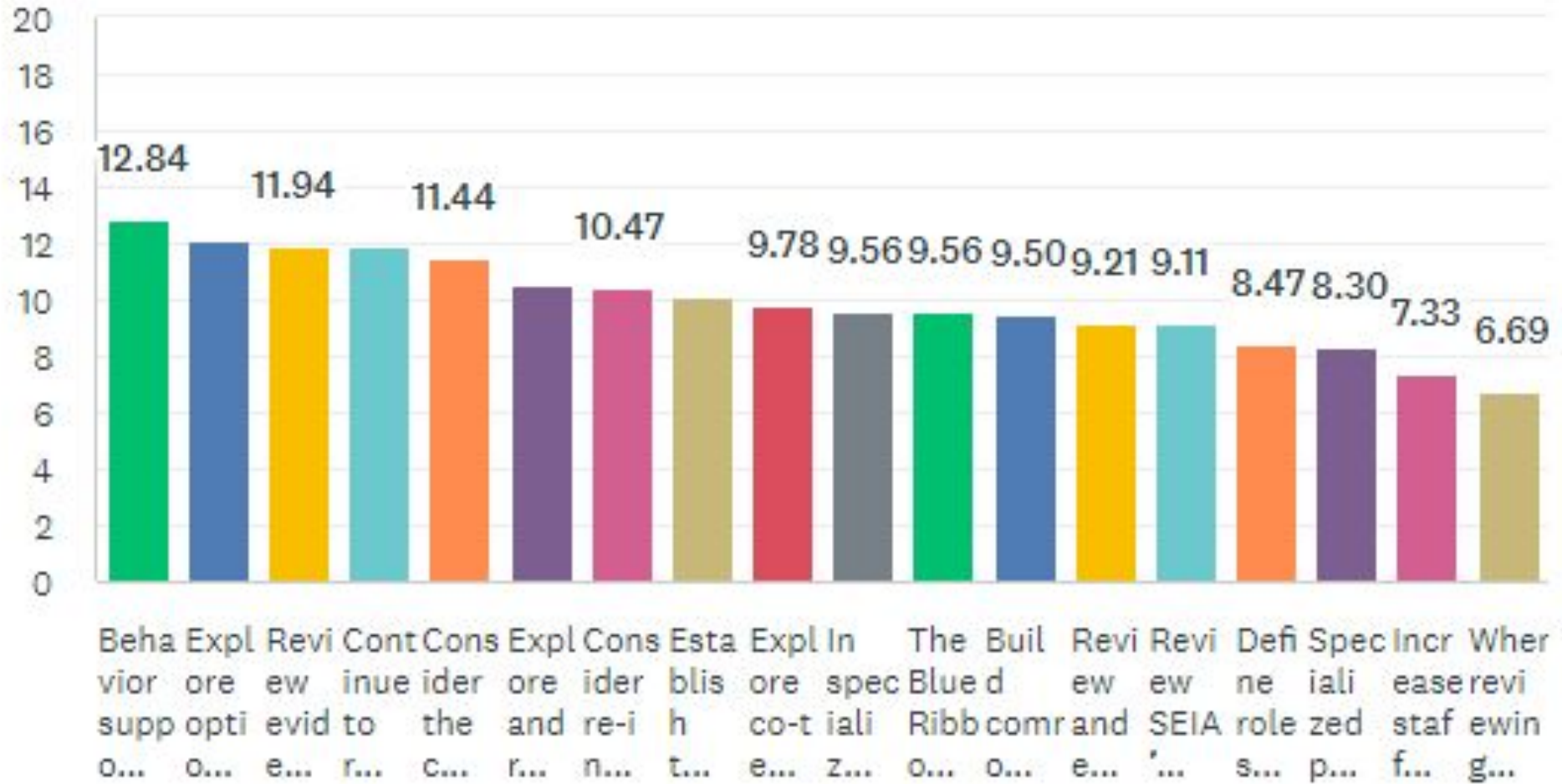


# Special Education Programming/Continuum & Processes

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



# 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

# 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.

### 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

- 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?

# Tonight's Task

- ❖ Break out into groups

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

- ❖ Pull up Google Sheets ([www.tinyurl.com/FCPSBRTF](http://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

# 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**