

Educational Task Force meeting dates: April 1, 15, 22, 29; May 6, 13, 20, 2009
Time: 3-5 p.m. (NOTE: The meeting scheduled for May 27 has been canceled)
Location: Conference room A & B, Brown awning building, The Landings, Sarasota

EDUCATIONAL TASK FORCE
APRIL 1, 2009
MINUTES

TASK FORCE MEMBERS PRESENT: Sonia Figaredo-Alberts, Doreen Pender, Vicky Stillo-Gross, Ben Muster, Stephanie Burger, Jamie White, Brian Rauh, Teresa Johnson, Jamie White, Roy Sprinkle, Doug Berger, Susan Lomas, Laura Kingsley

PRESENTER: Cindy McKinnon

Welcome/Introductions

Sonia opened the meeting with welcomes and introductions. Sonia stated that the reason we are meeting today is that Superintendent, Lori White, charged this task force to come up with some recommendations. The task force will review existing procedures and determine relevance to educational practices, review systems and protocols and review teacher and paraprofessional training methods and resources. The following is the outline from the agenda that we will follow today.

Purpose/Operating Principle

Our purpose is to look at our classrooms with very specific outcomes in this district. We need to look at classrooms of our most severe students, identify what we have and what we do not have, in order to maximize student performance. What do we need to do in order for our teachers to be empowered to do their job? We need to look at children who have medical conditions and how it impacts their educational setting. We need to understand assessments and how we design appropriate programs to help the teacher deliver instruction. We need to look at policies, such as safety. What are the standards that we are bound to teach. We need to look at the domains, which are communication, curriculum, independent living and social emotional.

Today we will review overall information that will inform and guide us regarding instructional services for multiple handicapped students. The out come of today's work, after we review presenting information, is to begin developing a list of possible recommendations. For today's work, the focus will be in the area of curriculum and learning.

Review Process

- * **Eligibility/State and Federal Guidelines to Determine Eligibility**

* **Domains/Curriculum and Learning**

Vicky Stillo-Gross and Doreen Pender, Exceptional Student Education (ESE) Program Specialists, presented a power point presentation on ESE Eligibility. (Power Point presentation attached). The presentation provided an overview of state/district ESE eligibility criteria.

Eligibility Criteria What the criteria is under IDEA,

Age of eligibility for services is defined under the IDEA to include all children between the ages of 6 and 18. In addition, state law covers all children with disabilities between the ages of 18 and 21. For children ages 3 to 5, the term “child with a disability” includes a child experiencing developmental delays, as defined by the state. The student requires specially designed instruction.

State/District Criteria for Specific Programs (outlined in power point)

Intellectual Disability (mental retardation)
Speech and Language Impaired
Deaf or Hard-of-Hearing
Physically Impaired and Orthopedic Impairment
Emotional/Behavioral Disabilities
Specific Learning Disabled
Homebound or Hospitalized
Dual-Sensory Impaired
Autism Spectrum Disorder

• **Assessments**

What are the factors about the child that may impede his learning ability?

Sonia asked everyone assigned to this task force to reflect why they were here today and what outcomes they would like to see.

Stephanie Burger spoke that because we have a variety of schools each school brings variety of student population. Children change schools very often, therefore, the delivery of services vary from school to school. The schools are not consistent throughout the district. She believes that the schools need to be consistent. There seems to be different delivery of services and instruction at every school. Stephanie would like to see training to staff on how to provide information to parents.

Ben Muster stated that he works with Pre-K students only. He indicated that he works in a specialized world. He literally brings the children into the system. We are the starting point. Sonia: “What would your perspective be and what would this task force bring?” Ben: Need for more personnel. Provide some data. Use the data or assessment to decide how to deliver instruction.

Jamie White indicated that the outcome she would like to see is how the nurse can facilitate in providing information to teachers, doctors and parents. She feels that nurses are many times left out of the loop. She believes that the nurse can be an advocate for the school and parents.

Doug Berger stated that the outcome he would like to see would be training for teachers, paraprofessionals and for substitute teachers. Have a curriculum that would be very specific to teachers, aides as well as substitute teachers.

Vicky Stillo-Gross would like to be able to share information that is impacting teachers and students. She would like to see follow through from state requirements given to teachers to students. Vicky stated that she thinks we have always had good intentions to help a teacher with training. Cindy McKinnon has always directed everyone with her knowledge. We need to have a written format and not just in one persons head.

Doreen Pender stated that her outcome would be simple, "What am I suppose to teach and how do I deliver the information to students."

Brian Rauh The outcome he would like to see would be more training for teachers and aides (not enough training). More professional development to teachers. He would like to have more teachers here on the task force. They would have a lot of information to share with this committee. Offering of trainings for community members.

Susan Lomas would like to see outcomes to treat all students as individuals. Teach respect. At Oak Park, we are very fortunate. The teachers at that school want to be there. There is a huge disconnect between Oak Park students and other students. She thinks Oak Park could teach other schools a lot. She would like to see more information on how are we going to teach the students to function after school.

Roy Sprinkle would like to see specific training for aides (highly trained) teachers and to assist with contract language.

Teresa Johnson's outcome of this task force would be training. It is her biggest concern. The fear she has is that we will not have someone that is trained to be my son's teacher. Level of training.

Cindy McKinnon stated that she believes that the whole community needs to have a greater respect for Oak Park. She stated that we need to change how the community views Oak Park school. She would like to see intensive training for paraprofessionals. Levels of prompting. How to do prompting. Training for teachers in curriculum areas. Access points are very dry and boring. Make them come alive off of the page. Creative lesson plans. Our teachers feel they need to collaborate more with other sites to problem solve. We need to figure out how to avoid surplus and keep teachers out of classes they don't want to teach. Parent training needed. Strategies and education to give parents of their children e.g. what are PECs, Dynovox, etc.

Laura Kingsley would like to see paraprofessional training. It is high on the list for principals. Teachers need time for collaboration. We are bound by the contract/when you are in a cluster site we have so many teams to find time to collaborate is a challenge. They met on their own time for a while and now we have found dollars for the Trans D team training.

Sonia: Power of suggesting some global information to impact teachers and paraprofessionals to help us with the contract language.

* **Access Points**

Cindy McKinnon presented information on Sunshine State Standards/K-12 Reading and Language Arts DOE/ The standards were developed in 1996 for regular education students. Cindy covered the Strands/Reading, Literary, writing, communication Revision to include ESE students/Access Points for students with significant cognitive disabilities

Access Points: Independent, Supported, Participatory
Definitions of the three above areas discussed (handout).

DOE has been very slow in developing Access Point on many subjects.

Summarize/Next Steps

Summary for today's work presented by Sonia

We shared the process by which we are guided by state board rule for eligibility. We have to follow the state guidelines for eligibility. The district staff will continue to educate and train teachers in this area. Do you feel we need to add anything in the area of eligibility? All task force members were satisfied in this area.

The process by which we identify eligibility for child find assessment, placement of students, do you feel we need to look more in-depth in that area or do you feel it is sufficient? Is the district's process in eligibility sufficient? All task force members were satisfied in this area.

Next step will be to begin the review of what the district has provided through staff development for ESE teachers and paraprofessionals in the domain area of curriculum and learning. We will bring next time the professional development offerings for the last two years. We will review and begin making recommendations in the area of curriculum and learning.

What are your thoughts regarding what we need to provide in trainings for teachers and paraprofessionals. Please bring a list next time of your thoughts on trainings for staff development.

Doug indicated that he would bring to the next task force meeting a list of trainings and the content/materials that have been offered.

Next Meeting Date: April 15, 2009, 3:00-5:00 P.M. Conference Room A & B

EDUCATIONAL TASK FORCE
APRIL 15, 2009
MINUTES

TASK FORCE MEMBERS PRESENT: Sonia Figaredo-Alberts, Doreen Pender, Vicky Stillo-Gross, Ben Muster, Stephanie Burger, Jamie White, Brian Rauh, Teresa Johnson, Doug Berger, Susan Lomas, Cindy McKinnon, Mary Lisa Millbourn, Jamie Mastro and Christine Klopfer

Welcome/Introductions

Sonia opened with introductions and welcomed everyone for attending the task force meeting. It was stated that this is our second time that we are meeting as a working group. Sonia indicated that summary notes would be taken for the working committee and public. Sonia gave a brief review of what was covered at the April 1, 2009 task force meeting. Sonia stated that last week the members looked at all the state standards by which the district is bound to provide. The committee looked at the eligibility criteria under IDEA for students, and at the end of the discussion and presentation, the committee agreed that the district has met the policies and procedures that are in place for eligibility and that no changes were need in this process.

For the benefit of the guests and new task force members, individual introductions were made.

Two questions were developed for the committee to focus on, indicated below in these minutes and on the agenda. Sonia stated that she has developed a theme for today, which is, Going Back to Basics. She indicated that the committee would work today in the areas of curriculum and learning.

Going Back to the Basics

- Curriculum and Learning

Essential Question:

What do teachers need to deliver appropriate instruction to students who present multiple handicapping conditions?

What do paraprofessionals need to know in order to implement interventions?

Tools, specialized training, awareness of therapeutic services, which are aligned to educational needs.

Sonia asked that the group divide into two working groups and look at curriculum and learning. Sonia stated that her hope is to continue looking at the essential requirements needed to empower teachers for student's learning environment. Sonia would like the groups to discuss and ask the question, "What are the essential elements in order to have a basic, good environment to deliver services to students?" Take a look at what is provided in the area of technology and are the teachers empowered to deliver instruction.

Sonia stated that Exceptional Student Education (ESE) has a committee like each school's School Advisory Committee (SAC). It is called Exceptional Student Advisory Committee (ESAC), which provides many parent trainings throughout the school year. We will recommend that ESAC review training recommendations and align their offerings to the task force parent training recommendations.

At the task force meeting on April 1, 2009, Doug Berger was asked to bring with him and report today on what staff development trainings have been presented. Doug stated that in 2006, he worked with Victoria Stillo-Gross, Doreen Pender and Michael Santagata, from the ESE department of Pupil Support Services, to develop two-day trainings for substitute teachers, to be presented over the summer. Doug reported that substitute teachers come for training on their own time. There is not a budget to be able to pay them. We want them to be prepared to enter the ESE classroom. During this training, Sandi Soper gave an overview on students with disabilities, Cindy McKinnon gave an overview on autism, Victoria Stillo-Gross gave an overview on technology, and Michael Stantagata gave an overview on Positive Behavior Support, Crisis Prevention Intervention and classroom management. The trainings were very successful. We presented trainings in June 2006, August 2006, September 2007 and September 2008. Trainings were offered to substitute teachers and paraprofessionals aides. The attendance was filled to capacity. We have delivered the program to a minimum number of our existing 1,100 substitutes.

Doug Berger was asked to review the levels of classified aides. Doug stated that we have three tiers of aides in our system. There is the paraprofessional aide (SSP7) which requires an Associate Degree, 60 credit hours, or a CDA certificate. This level of aide is required for the pre-k classes. There is the SSP4 aide, which is specific for autism classes. There are ongoing, in-house, trainings specific to this specialized area. There is ongoing staff development with USF called, Trans D training (transdisciplinary cross training) to work with staff that work with autistic students. In addition, these autistic aides have received training in the areas of Crisis Prevention Intervention, strategies for autistic spectrum disorders (40 hours of training is required). The SSP3 aide is the level I aide that requires a high school diploma and may not be in the classroom alone with students.

Sonia asked the members to break into two groups to review the handouts regarding staff development. Sonia asked that there would be one transcriber and one reported from each group. She asked the group to come up with a list of trainings that they would recommend once they reviewed past staff development offerings. What are the basic elements to look for, in terms of a learning environment? Sonia also posed a question for the committee to look at, "What would you expect to see when a paraprofessional is working with students in the classroom? Have we provided training to paraprofessionals prior to the classroom placement?" Sonia asked the committee to remember today's focus is on curriculum and learning, and essential tools that teachers, who are delivering instruction to multiple handicapped students, must have.

Summary of Presentations:

Members broke into two groups to work on the development of answering the questions presented.

Below is what was reported as outcomes from each group's discussion.

Group I (Outcomes)

What do we expect teachers to have?

- ❖ Curriculum Guide (Access Points)
 - Training to implement access points
 - Materials to deliver instruction (assistive technology tools, methodologies)
 - Technology training for teachers
 - Assistive Technology for students
 - Aligning assessment to actual levels of performance
 - Data collection
- ❖ Teachers need to know how to access all available instructional materials, assessments, medical, specialized support.
 - Training on essential components for delivery of instruction
 - Participatory, independent, supportive
- ❖ Teachers should have knowledge and implementation of what FBA/BIP is.
 - Training on FBA/BIP
 - Training on specific collection of data that aligns to the behavior.
- ❖ Teachers need to know transition points to assist educational support personnel as well as family members.
 - Transition training
- ❖ Teachers need to understand assessment and be able to design an appropriate IEP
 - Training on IEP development writing of measurable goals
- ❖ Teachers need to be knowledgeable of appropriate techniques when dealing with behaviors of concern.
 - Training on CPI and Team
- ❖ Teachers need to know how to guide paraprofessionals on implementing instruction and behavior management.
 - Training for teachers and instructional support working with paraprofessionals
- ❖ Nurses, OTs, PTs, SLPs need to provide support to teachers and paraprofessionals
 - Training on specific needs of students
 - Communication between providers and parents

Group II (Outcomes)

- ❖ Assistive technology training for teachers and aides including software programs for use and active-board training (programs).
- ❖ How to keep data on IEP goals and behavior plans.
- ❖ Teachers need training in how to deliver differentiated instruction in multi-age classes.
- ❖ Teachers and aides need training in classroom management
 - Teach aides & paraprofessionals what is expected of them
 - Post daily/weekly calendar
- ❖ Teachers (regular and ESE), aides, paraprofessionals, therapists need cross training in how to work with severely handicapped students.
 - Parents should be involved in this training.
- ❖ Provide school psychologists and social workers with an overview of assistive technology, strategies for specific populations (VI, HI, and Autistic).
- ❖ Teachers and paraprofessionals need training in appropriate prompting techniques (visual, verbal, hand-over-hand or physical) and what constitutes an abrasive technique.
- ❖ Teachers and paraprofessionals need training in positive behavior support (how to implement a behavior plan).
- ❖ Teachers need to be aware of the Local Assistive Technology Lab at Oak Park.
- ❖ Regular education teachers and administrators need *Disability Awareness*
 - Training on the disabilities of the students who attend their school site.
 - Include sensitivity training a part of SIP

Outcomes:

Committee will continue to develop a list of essential instructional tools and requirements.

In closing, Doug Berger thought that, at the next task force meeting, it might be helpful to review how the process of professional development occurs. Looking at what classes are offered, the descriptions of classes offered, how it aligns to the School Improvement Plan and teacher professional development plan system.

Next meeting date: April 22, 2009, 3:00 – 5:00 P.M.
Conference Room A & B (Brown)

EDUCATIONAL TASK FORCE
APRIL 22, 2009
MINUTES

TASK FORCE MEMBERS PRESENT: Sonia Figaredo-Alberts, Doreen Pender, Vicky Stillo-Gross, Ben Muster, Stephanie Burger, Jamie White, Brian Rauh, Teresa Johnson, Susan Lomas, Cindy McKinnon, Mary Lisa Millbourn, Jamie Mastro and Christine Klopfer

SPECIAL GUEST PRESENTER: Michael Santagata, Program Specialist
Pupil Support Services

Welcome/Introductions

Sonia opened with introductions and welcomed everyone today for attending. Sonia stated that we would still be focusing on the essential components of a classroom teacher in order to deliver good instruction. Summary of outcomes of discussion, from April 15, 2009 meeting, will be included in the minutes from last week.

Review Previous Outcomes:

▪ **Curriculum and Learning**

Some of the outcomes presented last week resulted in the interest of determining how to navigate the professional development website and how the instructional and classified staff register for and select trainings. As a result, Sonia asked Vicky to give a brief overview of how to navigate the professional development website.

Another outcome of our meeting last week resulted in questions concerning Crisis Intervention Prevention and Team Training. Michael Santagata was asked to present the task force with a Power Point presentation defining the content of the ongoing mentioned trainings.

Essential Questions:

How does a teacher access professional development?

What additional support do teachers have available to assist in implementing Specially Designed Instruction (SDI)?

Today's Outcomes:

How can I empower a teacher or paraprofessional to develop her skills in order for her to design and deliver good services to students?

- Determine what offerings for professional development/global offerings for teachers and aides.
- Align the trainings to indicators/corrective action, School Improvement Plans (SIP) and district initiatives.
- Design and consider online courses for instructional and classified staff to access on their own time. (e.g. complete coursework online, do an assigned activity to present proficiency, then receive a certificate of completion.)

Vicky Stillo-Gross was asked to show the members how the instructional and classified staff accesses the Professional Development website in order to register or search trainings that are offered. Vicky showed the committee a walk through, screen by screen, as to how staff log in, search trainings and register for the class.

Vicky explained that one of the benefits of enrolling in professional development trainings was that it allowed a teacher to obtain 120 inservice credits in order to renew their certificate. Vicky stated that renewal is every 5 years. It is totally up to the teacher to complete the 120 inservice credits in 5 years to renew their certificate.

Vicky commented, regarding paraprofessional aides, that they cannot attend trainings after their working hours, unless the district pays them overtime. At one time, there was a 30-hour requirement that paid for trainings; however, those dollars are spent. It was stated that, the union contract would not allow classified staff, even if they wanted, to attend any trainings after their duty day, without being paid.

A discussion then ensued over what trainings were required for teachers to renew of their certificate. It was stated that they could take professional development training in any area, just as long as they received 120 inservice credit hours. There are no requirements by the state that any course work has to match a teacher's certification.

Ben Muster stated that he was under licensure as a school psychologist and that because he has to renew a license, his professional development hours were different. The same guidelines apply to therapists who might be under licensure vs. a teaching certificate.

Special Presentation

Michael Santagata shared a Power Point presentation on Crisis Prevention Intervention (CPI) and Team Training. The following are the slides of the presentation and topics discussed during the presentation.

CRISIS PREVENTION INSTITUTE

- GLOBAL COMPANY
- 6 HOUR INITIAL TRAINING
- CERTIFICATION
- RECERTIFICATION EVERY OTHER YEAR
- RECOMMEND EVERY YEAR FOR...
- DIFFERENCE BETWEEN INITIAL AND RECERT IS DEPTH OF KNOWLEDGE

CRISIS PREVENTION INSTITUTE

- COPYRIGHTED PHRASES

“Ensure Care, Welfare, Safety, and Security of those in our CARE.”

“Physical intervention is to be used as a last resort.”

CRISIS PREVENTION INSTITUTE, CURRICULA

- BEHAVIOR CRISIS CYCLE
- VERBAL ESCALATION CONTINUUM
- PERSONAL SPACE
- PRECIPITATING FACTORS
- APPROPRIATE NON-VERBAL COMMUNICATION
- RATIONAL DETACHMENT
- POSTVENTION

TECHNIQUES FOR EFFECTIVE AGGRESSION MANAGEMENT (TEAM)

- DEVELOPED BY FMHI OF USF
- 12 HOUR INITIAL TRAINING
- CERTIFICATION
- RECERTIFICATION EVERY OTHER YEAR
- RECOMMEND EVERY YEAR FOR...
- 6 HOUR RECERTIFICATION CLASS
- MUST ACCOMPANY COMPLETION OF CPI

TEAM COURSE COMPONENTS

- PREVENTATIVE DRESS
- PREVENTATIVE ENVIRONMENT
- ASSESSING CRISIS
- STUDENT TRANSPORT
- DEFENSIVE PROCEDURES
- PHYSICAL CONTROL PROCEDURES
- EMERGENCY PLANS
- DANGERS OF POSITIONAL ASPHYXIATION

TEAM COURSE COMPONENTS

- USE OF REASONABLE FORCE
- HOW TO DOCUMENT / REPORT INCIDENT
- HOW TO DOCUMENT / REPORT INJURIES
- HOW / WHEN TO REPORT ABUSE
- PARENTAL / ADMINISTRATIVE NOTIFICATION
- ABC'S
- IMMINENT DANGER TO SELF OR OTHERS
- INSTRUCTIONAL DRIFT

CPI AND TEAM

•**AS OF THIS DATE, WE HAVE HAD MORE THAN 25 CPI AND TEAM TRAININGS THIS SCHOOL YEAR.**

•**THERE ARE CURRENTLY, 4 CPI INSTRUCTORS**

•**THERE ARE 8 CURRENT TEAM TRAINERS**

Following, parent questions and/or statements from public attendance of April 15, 2009, task force meeting, were discussed:

Parent question: We do not know what to ask for, what is available, what are our rights for our children. Yes, I have been handed the ESE procedural safeguards, but what do we have a right to ask for our children to get the best education and access to all available teaching tools in our County school?

- **Answer: You have the right to ask questions of the curriculum based on the levels of performance. You have the right to ask the teacher the operating procedures of any classroom.**

Parent question: Special education teachers be added to regular education email lists.

- **Answer: Faculty lists are on every school's web site.**

Parent question: Teachers from Venice Elementary and other schools be included in Oak Park trainings.

- **Answer: Training offerings are open to any teacher and paraprofessional in the district.**
- **Training that is offered to all teachers is not mandated.**

Parent question: All trainings of all ESE students need to be consistent. You have admitted that not all get the same training. Why not?

- **Answer: Teachers receive a lot of opportunities for in-house training and professional development. They have to use the standard base, which is Access Points.**

Parent question: Why do teachers not know who to ask and where to go for information and access to trainings? Is this not the county's responsibility?

- **Answer: The district will continue to communicate to new teachers where resources are available to them, and how to access professional development trainings.**

Parent question: Need more consistency all around. Each teacher should follow set standards – general, then develop the IEP to each individual student. I am amazed by what I am hearing. It scares me.

- **Answer: Teachers do teach based on standards, which are Access Points.**
- **I can assure parents that we provide good instructional activities and will continue to provide professional development regarding Access Points. Access Points are the ESE curriculum standards required by Florida DOE. We will continue to expand**

in the area of professional development specific to teaching and using Access Points as a curriculum guide.

Parent question: If you do not send aides to training for PECS, how will they know who to use it properly?

- **Answer: Teachers provide in-house trainings to aides in many areas needed based on individual student needs.**

Have a library available for parents and professionals to utilize.

- **Answer: We will consider this in the future. Years ago we did have a parent library in the professional development department; however, the library was not used enough and was dismantled. Possibly ESAC could look at offerings regarding parent materials. Another possibility could be to add a link on the school board website for informational tools for parents to access. In addition, looking at FDLRS and the state as to what information they might provide as tools for our parents.**

Next meeting date: April 29, 2009, 3:00 – 5:00 P.M.
Conference Room A & B (Brown)

EDUCATIONAL TASK FORCE
APRIL 29, 2009
MINUTES

TASK FORCE MEMBERS PRESENT: Sonia Figaredo-Alberts, Doreen Pender, Ben Muster, Stephanie Burger, Jamie White, Brian Rauh, Teresa Johnson, Susan Lomas, Cindy McKinnon, Mary Lisa Millbourn, Jamie Mastro, Doug Berger, Laura Kingsley, and Christine Klopfer

SPECIAL PRESENTATION: Jamie White, School Nurse
Role of the School Nurse

WELCOME

Sonia opened the meeting by introducing Jamie White, School Nurse. Sonia had asked Jamie at the last task force meeting to present an overview of the duties and responsibilities of a school nurse. Sonia indicated that Ms. Jamie White, School Nurse, would be reviewing some of the procedures that are in place using useful medical information to guide the design of educational programs.

ROLE OF SCHOOL NURSE PRESENTATION

Jamie shared with the group a PowerPoint presentation as defined, Role of the School Nurse.

- The School Board Nurse is employed by the School Board of Sarasota County. The registered professional school nurse is the health care provider who has the knowledge, education, experience and authority to manage and provide the full range of health services in the education system. The ultimate goal of school nursing practice is to support students' optimal state of health to promote student's capacity for successful learning. School health services may include, but are not limited to, interpretation of medical records, assessment of students' symptoms, trouble shooting technical medical devices, health appraisals, health education, active listening, case management, direct care, and counseling, advocacy, and health screenings.
- Nurse presents age appropriate education to students on a variety of health topics such as nutrition, playground safety and dental hygiene.
- Nurse is mandated reporter in cases of suspected abuse or neglect.

Jamie discussed the mission statement of the Sarasota County School health program.

- The mission of the Sarasota County School Health program is to promote and protect the health, safety, and well-being of students. The School Health Team is a part of the Sarasota County Health Department (SCHD) and works closely with the Sarasota County School Board. Members of the team include nurses, health room aides and clerks.

Jamie indicated that there are 15 registered nurses assigned to schools that are employed by the Sarasota County Health Department. There are also 8 registered nurses employed by the Sarasota County School Board, in addition to health room aides.

- **Sarasota County Health Department Nurses**
- **Linda Glover, RN - Sr. Community Health Nursing Supervisor**
- 15 Registered Nurses assigned to schools throughout the county

- **Sarasota County School Board Nurses**
- **Sherri Reynolds, RN - Supervisor. Health/Prevention Programs**
- 8 Schools with a Registered Nurse present every day, in addition to Health Room Aid

Jamie shared with the members information that the school nurse obtains through the use of standardized forms.

- School nurse obtains student health information
 - Identifies and anticipates health concerns and creates care plans needed at school in the event of an emergency for students with known health problems.
 - Information about students is obtained through the use of standardized forms

She also covered the required forms such as the health emergency information card that the parents fill out and return to the school, health history form, health exam form received from the health care provider and immunization record.

- Health Emergency Information Card- parent
- Health History Form- parent
- School Entry Health Exam- Health Care Provider
- Immunization Record- Health Care Provider and Department of Health

Additional required forms were explained pertaining to a student with a known diagnosis.

- Diabetes History-parent
- Seizure Disorders History-parent
- Allergy Information-parent
- Information on these forms is provided by the parent
- School Nurse uses the information to devise appropriate health care and emergency health care plans.

Medications and treatments performed by registered nurses during the school day with written permission from the parent were covered. (I.e. daily medications, emergency medications)

- Registered Nurses may dispense medication or perform treatments during the school day with written permission from the parent and a written prescription from the student's health care provider.
 - Daily medications
 - Emergency Medications

Jamie explained that there are several communication processes in place, nurse to staff, staff to nurse and nurse to parent. Nurse to staff would include high risk and special concerns, individual health plans, emergency health care plans, staff training.

- Nurse to Staff

1. High Risk and Special Concerns List
2. Individual Health Plans
3. Emergency Health Care Plans
4. Staff Training
5. Pertinent health care information is given to teachers so that they are aware of their students health needs and can be alert to signs and symptoms of problems. Staff receive training from the school RN on how to identify emergencies. They receive written information on emergency procedures specific for the student with an identified health concern.
6. All information is confidential and given on a need to know basis.

Staff to Nurse, health room pass, teacher/nurse conferences, nurse visits ESE classes during the day.

- Staff to Nurse

1. Health Room Pass-teacher fills out when bringing student to Health Room to indicate the observed problem.
2. Teacher/Nurse conferences-
3. Nurse visits ESE classes during day.

Nurse to Parent, nurse will call the parent to discuss a health concern, visit to the health room for minor first aid, will be communicated by phone and/or written note and nurse present at IEP and Care meetings for students with health concerns.

- Nurse to Parent

1. The nurse will call the parent any time during the day to discuss a health concern about the student
2. Visits to the health room for minor first aid, will be communicated by phone and/or written note.
3. Nurse present at IEP and Care meetings for students with health concerns.

Additional services provided by school nurse, assist parents with community resources, recommend social services, make home visits with social workers and with parental permission, nurse can consult with health care provider about health concerns.

- Assist parents with community resources
- With parental permission nurse can consult with health care provider about health concerns
- Recommend social services as needed
- Make home visits with social worker as needed

Questions of the Group

Who shares the communication with the parents that the student's health plan needs to be updated? **The school nurse collaborates with school staff. When all information is obtained, we can develop an individualized health care plan.**

Who contacts the school nurse regarding an ESE student's health care plan? **The ESE Program Specialists contacts the school nurse. The school social worker does a home visit and provides the nurse with assessment information. The nurse can then start preparing the health plan.**

Who has access to the health forms? **The school nurse has the information and information that is pertinent to the student's health condition, is shared with the teacher. Otherwise, all other information is confidential.**

Where do the medically fragile students, who require a certified nurse to be present in school, attend school? **Medically fragile students attend school at Gulf Gate, Venice Elementary and Oak Park School.**

REVIEW OF PURPOSE

Today we are going to review some of the procedures that we have in place. Review our past task force recommendations and apply them to today's work. What are our standards that we expect of our teachers and their responsibilities?

PUTTING IT ALL TOGETHER

Sonia informed the committee that she would like to start putting all recommendations/outcomes together. Sonia asked the members to break into two groups. She asked the groups to look over the handouts that were provided. The handouts were the recommendations/outcomes that the two groups came up with at the April 15, 2009, task force meeting. Sonia asked that each group separate the recommendations/outcomes into three categories: Parent Education, Instructional Training (includes instructional substitutes) and Classified Training (includes classified substitutes). She also indicated that if they felt there should be another category that she did not include, to add it to the list. Sonia asked the groups to look at prioritizing the trainings, what are the primary trainings we need now and what are the secondary (enhancement) trainings we need later. Sonia reminded the two groups to remember that right now we are looking at trainings for classrooms with the most intense and diverse learner.

The groups worked diligently on the task given to them; however, the members decided that there was not sufficient time to complete the task within one meeting. The committee members agreed to commit and meet for the next four Wednesdays, through the month of May. The May meetings will be May 6, 13 and 20, 2009.

**Next meeting date: May 6, 2009, 3:00 – 5:00 P.M.
Conference Room A & B (Brown)**

NOTE: The meeting originally scheduled for May 27 has been canceled.

EDUCATIONAL TASK FORCE
May 6, 2009
MINUTES

TASK FORCE MEMBERS PRESENT: Sonia Figaredo-Alberts, Doreen Pender, Ben Muster, Stephanie Burger, Jamie White, Brian Rauh, Teresa Johnson, Susan Lomas, Cindy McKinnon, Mary Lisa Millbourn, Jamie Mastro, Doug Berger and Victoria Stillo-Gross

WELCOME

Sonia opened the meeting with introductions and sharing with the committee that she had received a sample Zoomerang survey designed to ask paraprofessionals what trainings they would like to access. Such as, PECS, transitioning students, mobility, etc. Sonia stated that she would bring the survey next week for the committee to review.

STREAMING DOWN RECOMMENDATIONS

Participants will begin the process of prioritizing recommendations.

Sonia asked the committee to regroup into their original teams from last week to continue their work on prioritizing the essential trainings into the three categories, Parent Education, Instructional Training and Classified Training.

Sonia instructed that once the two groups had posted their outcomes, they would use three colors of dots to indicate the levels of priority of the essential trainings needed for teachers and paraprofessional aides. The three colors were to indicate the following:

Red dot = priority trainings for teachers and paraprofessional aides

Blue dot = secondary (enhancements) trainings for teachers and paraprofessional aides

Green dot= extras (additional opportunities) not essential for daily work

Essential Question:

What are the priority trainings we need now?

What are the secondary (enhancement) trainings we need later?

Outcomes of Group I

Red Dot – Priorities

ESE Parent Education

1. Transition Training, Center Person Planning and Agencies
2. Technology, PECS, LATS
3. Access Points/Alternate Assessment
4. CPI/TEAM Training
5. Good communication and information sharing between teacher and parents/tools and strategies for communication between school and home.

Instructional Training

1. Disability awareness, glossary of ESE terms and ESE services offered, at the new employee training orientation presented by professional development, 2 times a month.
2. Philosophy
3. Procedures for reporting abuse
4. Training in prompting/fading techniques (teachers and paraprofessionals) visual supports.
5. Transition IEP training, IEP development and measurable goals. (Person centered planning) Infuse technology in lesson plan development. LATS awareness.
6. Parent workshop directed to teachers (parent to parent sharing).

Classified Training

1. Access points (materials, data collections, delivery of instruction), Rubrics
2. FBA/BIP
3. PBS – Classroom management

Blue Dot - Secondary (enhancements) trainings for teachers and paraprofessional aides

Instructional Training

1. How to deliver differentiated instruction in multi-age classes.

Classified Training

1. CPI

Outcomes of Group II

Red Dot - Priorities

Instructional Training

1. Understanding Curriculum Guides “Differentiated Instruction” Access Points, Cues/Prompts
2. Data Collection
3. Fostering Family Professional Partnerships (Home/School Communication Daily)
4. Transition

ESE Parent Education

1. Access Points “Differentiated Instruction”
2. Data Collection
3. Fostering Family Professional Partnerships (Home/School Communication Daily)
4. Transition

Classified Training

1. Cues/Prompts
2. General Overview/assessment drives instruction, understanding ESE
3. Data Collection
4. Fostering Family Professional Partnerships (Home/School Communication Daily)
5. Transition

Blue Dot - Secondary (enhancements) trainings for teachers and paraprofessional aides

Instructional Training

1. Assessment Development
2. Proper Para/Teacher Relationship
3. FBA/BIP
4. Related Services Providers (OT,PT,VI,HI,LATS,SDPE, APE, Psych, Nurse, Social Worker, SLP)

ESE Parent Education

1. Related Services Providers (OT,PT,VI,HI,LATS,SDPE, APE, Psych, Nurse, Social Worker, SLP)

Classified Training

2. FBA/BIP
3. Related Services Providers (OT,PT,VI,HI,LATS,SDPE, APE, Psych, Nurse, Social Worker, SLP)

Green Dot= extras (additional opportunities) not essential for daily work

Classified Training

1. TEAM/CPI

Work to be continued at next task force meeting.

Next meeting date: May 13, 2009, 3:00—5:00 P.M.
Conference Room A & B (Brown)

NOTE: The meeting originally scheduled for May 27 has been canceled.

EDUCATIONAL TASK FORCE
May 13, 2009
MINUTES

TASK FORCE MEMBERS PRESENT: Sonia Figaredo-Alberts, Doreen Pender, Ben Muster, Stephanie Burger, Jamie White, Brian Rauh, Teresa Johnson, Susan Lomas, Cindy McKinnon, Mary Lisa Millbourn, Jamie Mastro, Christine Klopfer, Doug Berger and Victoria Stillo-Gross

GUESTS: Sylvia Diehl, USF Consultant
Donna Marquis-Cox, Pupil Support Services, County-Wide Teacher

WELCOME

Sonia welcomed and introduced the guests at the meeting. Sonia explained that the committee will continue to discuss the essential tools needed to guide instruction of the district's most severe classroom students. Sonia asked to keep in mind; the design of the proposal is for staff development.

Sonia revealed that, at the present time, 130 teachers are laid off district-wide. Pupil Support Services is looking at opportunities for intensified training, now more than ever, due to staff that will be placed into positions, new to them. Pupil Support Services will be supporting a summer institute training for those staff in August, two weeks prior to their return to duty. The district will look at presenting trainings for parents to participate in the evenings.

OPEN DISCUSSION:

Discussions ensued over the committee's priority recommendations. The three training categories discussed were Instructional, Classified and ESE Parent Education. Sylvia Diehl indicated a concern over testing and curriculum materials that special education classes use versus general education. Sylvia stated that she would like access to the same text materials with self-contained and autism classes as the general education classrooms.

When designing trainings for instructional staff they need to align with trainings offered to classified staff. There should be some crossover in trainings. Partnerships with parent and instructional trainings need to include methodologies, technology and assistive technology.

When designing training offerings for parents, consider a variety menu, (conflict resolution, developmental levels of language, birth-2, 3-5yr, transitions for parents, etc.). Parents have different levels of interest per their child's development. Parents want partnerships with schools and instructors. They want to understand what is going on in the child's classroom. Parents want to attend trainings offered to instructional staff.

ZOOMERANG FOR PARAPROFESSIONALS

Donna Marquis-Cox presented the committee with a possible draft Zoomerang survey that could be considered to send out to our paraprofessional aides to use as input for training options.

Professional Development Survey for Paraprofessionals Who Work with Students with Disabilities

1. I feel the most confident when performing the following duties related to my position ... (Please describe.)
2. I feel the least confident when performing these duties: (Please describe.)
3. If given the opportunity, I would be interested in professional development in the following areas: (Check all that apply.)
 - Autism Strategies and Methodologies
 - Access Points - Curriculum Awareness
 - CPT/TEAM Certification
 - How To Follow Instructional Routines
4. I am also interested in professional development in the following areas:
5. I work in the following setting(s): (Please check all that apply)
 - self-contained
 - mainstreamed (inclusion) classroom
 - resource
6. I work with students with:
 - Varying Exceptionalities
 - Emotional Behavioral disorders
 - Intellectual Disabilities
 - Autism
 - Physical Disabilities
 - Other, please specify
7. I have been an instructional aide in ESE for:
 - 0-3 years
 - 4-6 years
 - 7-10 years
 - More than 10 years

Jamie White, nurse at Gulf Gate, brought up the possibility of having a survey developed for nurses and clinic aides. It was discussed to open the survey to ESE staff and related

district personnel.

Susan Lomas opened a discussion regarding schools environment and cameras in the classrooms. Susan felt that if the school district designed a philosophy/district statement confirming the district's stance, had an open partnership with parents, parents will feel more comfortable and may not feel the need for cameras. Susan felt that the district needs to foster professional partnerships with teachers and parents. Parents need a confirming statement and stance from the district on this issue. Parents need to feel comfortable at their child's school, visit classrooms any time of the day and have an open communication with the teacher. Perhaps the camera issue would not exist if parents felt comfortable with the school and teacher, and were made to feel they had a partnership with them.

There was a discussion on PECS training for instructional staff, classified staff and parents. Sonia indicated that no one in the district is a trainer of PECS. In order to be a trainer you have to be certified by the company. This is a very costly training and they only allow 30 people to be trained at one time. The training is two consecutive full days. Who would be selected to attend the training, would one or two parents be a part of the 30 attendees? The outcome of the discussion was that the PECS training for instructional staff would be very different than for parents use with their child. Therefore, it was suggested to have an additional PECS training specifically for parents. Sonia asked for input from the ESAC committee to make recommendations regarding parent training on PECS.

Sylvia indicated regarding parent training with PECS, the parent training design could be, how do I use PECS everyday with my child that is nonverbal, how do I use devices and how do I infuse language communication goals in everyday consistency of supporting communication.

CONTINUOUS WORK OF RE-DEFINING RECOMMENDATIONS

The following is the outcome of the committee's recommendations defining trainings necessary for instructional staff, classified staff and parent training. The committee drafted and designed a template for trainings, as follows:

Program Topic	Content	Target Audience
Access Points	SSS Access Points; Prompting and Cueing Outcome Measures	1) Instructional staff; 2) Paraprofessionals 3) Parents;
Supporting Communication in Children with Limited Verbal Ability	1)PECS 2) (Dr. Diehl will finish this) Outcome Measures	1) Instructional staff; 2) Paraprofessionals 3) Parents;
Positive Behavior Support	1) CPI/TEAM (de-escalation of behaviors) 2) FBA/BIP 3) Strategies (incl. sensory integration) 4) Outcome Measures	1) Instructional staff; 2) Paraprofessionals 3) Parents

NEW EMPLOYMENT ORIENTATION	Students with multiple exceptionalities; Disability Awareness; Inclusion	All employees; substitute teachers
Transition Planning	IEP components; post-secondary goals; agencies; transfer of rights; Outcome Measures	1) ESE instructional staff; 2) Paraprofessionals; 3) Parents
Classroom Engineering	Classroom environment; learning centers; universal design for learning; Outcome Measures; Strategies (incl. sensory integration)	1) ESE instructional staff; 2) Paraprofessionals; 3) Parents
IEP Development/ Collaboration	Assessment; Development of IEP; Specially Designed Instruction; Related Service Providers;	All
ESE Essentials for Paraprofessionals	Handbook Content: "The Essential Guide"	Paraprofessionals impacted by the staffing process, either new or reassigned.
Fostering Family/Professional Partnerships	Home-school communications; Person-centered planning	All
Infusing Technology in Classroom Instruction	Technology for delivering instruction; LATS awareness	Instructional staff; Paras; parents

The committee decided to meet on May 20, 2009. The May 27, 2009 meeting was canceled due to Cindy McKinnon's retirement celebration. The committee discussed meeting June 3, 2009. No official decision was made for that date. The committee will have to prepare and present training options and outcomes to the Superintendent in June.

Next meeting date: May 20, 2009, 3:00—5:00 P.M.
Conference Room A & B (Brown)

NOTE: The meeting originally scheduled for May 27 has been canceled.

EDUCATIONAL TASK FORCE
May 20, 2009
MINUTES

TASK FORCE MEMBERS PRESENT: Sonia Figaredo-Alberts, Doreen Pender, Stephanie Burger, Jamie White, Brian Rauh, Teresa Johnson, Susan Lomas, Cindy McKinnon, Jamie Mastro, Christine Klopfer, Doug Berger and Vicky Stillo-Gross

WELCOME

Sonia opened with introductions and welcomed everyone to the meeting. Sonia stated that the committee would be continuing their work by editing the draft proposed curriculum and finalizing program topics for teachers and paraprofessionals to access trainings. The committee would also be working on developing a mission statement to align to the purpose of the work of the task force.

Sonia informed the committee that, due to stimulus dollars, Pupil Support Services is developing, for the first time ever, an ESE Summer Institute for all teachers and paraprofessionals to access training the first two weeks in August, 2009. All sessions will be concurrent. These trainings will impact and improve the level and delivery of instruction. Through these offerings, we will be able to track the level of training each teacher and paraprofessional has accessed and be able to follow-up. The types of sessions would include technology, specially designed instruction, methodologies, ACCESS points based on mapping of curriculum, CIP, etc. Teachers and paraprofessionals will be strongly recommended to participate. Parent education trainings will mirror the teacher and paraprofessional trainings.

Sonia discussed with the committee and opened it up for discussion regarding parent training offerings and PECS. Sonia indicated that the parent training of PECS is very different from the instructional training. The possibility of having a PECS parent training session would be more parent friendly and more useful. Sonia asked that PECS training be brought up for discussion at the Exceptional School Advisory Committee (ESAC) meeting May 21, 2009 for some recommendations.

Donna Marquis-Cox reported that the Zoomerang survey went out to 300 ESE teachers and paraprofessional aides. At the time of this report, there had been a 17% response rate, noting that this survey had only been released Wednesday, May 20, 2009. Staff has until Wednesday, May 27, 2009, to respond.

ESE PROPOSED CURRICULUM

Program Topic	Content	Target Audience
Access Points	SSS Access Points; Prompting and Cueing Outcome Measures	1) Instructional staff 2) Paraprofessionals 3) Parents
Supporting Communication in Children with Limited Verbal Ability	1) Basics of communicative act 2) Incidental teaching 3) PECS 4) Visual supports and strategies 5) Basics of Augmentative and Alternative Communication (AAC) for the classroom (basic technology available; positioning; infusing social communication opportunities) Outcome Measures	1) Instructional staff 2) Paraprofessionals 3) Parents
Positive Behavior Support	1) CPI/TEAM (de-escalation of behaviors) 2) FBA/BIP 3) Strategies (including sensory integration) 4) Outcome Measures	1) Instructional staffs 2) Paraprofessionals 3) Parents
New Employee Orientation	Students with multiple exceptionalities: Disability Awareness; Inclusion	All employees; substitute teachers
Transition Planning	IEP components; post-secondary goals; agencies; transfer of rights; Outcome Measures	1) ESE instructional staff 2) Paraprofessionals 3) Parents
Classroom Engineering	Classroom environment; learning centers; universal design for learning; Outcome Measures; Strategies (incl. sensory integration)	1) ESE instructional staff 2) Paraprofessionals 3) Parents
IEP Development/ Collaboration	Assessment; Development of IEP; Specially Designed Instruction; Related Service Providers;	All
ESE Essentials for Paraprofessionals	Handbook Content: “The Essential Guide”	Paraprofessionals impacted by the staffing process, either new or reassigned.
Fostering Family/Professional Partnerships	Home-school communications (including resources/options for ELL parents as well as parents with disabilities); Person-centered planning	All
Infusing Technology in Classroom Instruction	Technology for delivering instruction; LATS awareness	Instructional staff; Paraprofessionals; Parents

MISSION STATEMENT

It was the committee’s desire to develop a mission statement as an outcome of the work and purpose of this task force. The committee worked on drafting and developing a mission statement. The following was the outcome of their work.

Task Force Purpose

The purpose of the *Educational Task Force for Students with Disabilities* is to reaffirm collaborative partnerships between the District and the community by addressing policies and curricula that relate to the delivery of instruction and services for students with disabilities.

Our ESE Mission

We affirm and celebrate the diversity of all students by committing to:

- Cultivating and fostering parent/staff relationships,
- Supporting and promoting academic achievement,
- Building citizenship and readiness for work in the global community for students with individualized learning styles.

FINAL PRESENTATION

Sonia will work on reformatting the draft mission statement and proposed ESE curriculum for the special presentation at the school board meeting on June 16, 2009, at 3:00 P.M. in the School Board Chambers. Sonia will develop a simple, powerful presentation to present to the superintendent and school board members. Sonia will email the committee members a draft version for revisions, additions or corrections.

NOTE: The meeting originally scheduled for May 27 has been canceled.

**Presentation to School Board on
Task Force Recommendations:
Regular School Board meeting
June 16, 2009, 3 P.M.
School Board Chambers**