

**MONTGOMERY COUNTY BOARD OF EDUCATION  
COMMITTEE ON SPECIAL POPULATIONS**

October 10, 2011

The meeting was called to order at 1:00 p.m. with the following Board members and Board support staff present: Ms. Shirley Brandman (Chair), Ms. Laura Berthiaume, and Mr. Phil Kauffman, Laura Steinberg, staff assistant, and Glenda Rose, recorder.

Staff members that were present: Ms. Lori Christina Webb, Ms. Chris Richardson, Ms. Maureen Ryan, Ms. Gwen Mason, Ms. Alison Steinfels, Ms. Julie Hall, and Dr. Frank Stetson.

Guests: Ms. Joan Sabaka and Ms. Susan Carlson.

**Minutes**

The minutes from May 9, 2011, were approved.

**MSDE STATE PERFORMANCE PLAN INDICATORS FOR EARLY INTERVENTION  
AND SPECIAL EDUCATION SYSTEMS**

Staff presented the informed the committee of the corrective action status through a PowerPoint presentation.

- Comprehensive Audit – January 2011
  - 32 schools (all levels)
  - Over 190 students (6 from each school)
  - 90 rubric items
  - Additional focus on discipline and related services
- Findings
  - Three students missed between 2 – 4 sessions of related services
  - Other areas were 100% compliant
  - MCPS moved from “needing Improvement” to Meets Requirements”
- State Performance Plan 4: Disproportionate Suspension of Students with Disabilities
  - Two measures: (1) multiple removals totaling over 10 days, and (2) extended removals of over 10 days
  - Ration for removal of students with disabilities : removal of nondisabled
  - Must be less than 2 : 1
  - Released from Corrective Action based on Quarter 1 school year 2011 data
  - Submitted an Improvement Plan May 2011
  - Current status:
    - ✓ Implementing Improvement Plan
    - ✓ Monitoring procedures on an individual student basis
  - What are we doing to ensure continued compliance?
    - ✓ Internal audits (all procedures for special education students suspended for over 10 days or recommended for expulsion are being reviewed)

- ✓ Suspension checklist
- ✓ Increased accountability
- ✓ Professional development
- State Performance Plan 11: Completion of the Initial Eligibility Determination within 60 Days
  - What are we doing to ensure compliance?
    - ✓ Proactively notifying schools and program supervisors of upcoming evaluations
    - ✓ Investigating overdue evaluations
    - ✓ Added more days for prekindergarten meetings
    - ✓ Analyzing data – monthly special education leadership review
    - ✓ Providing professional development
    - ✓ Increasing accountability
  - Physical restraint and seclusion
    - ✓ Providing system wide professional development using Crisis Prevention Institute
    - ✓ Revising policy and regulations to reflect state requirements
    - ✓ Revising MCPS forms to reflect state requirements
    - ✓ Monitoring the use of restraint and seclusion

**Re: DISCUSSION**

There was a discussion about the suspension rates and the challenges facing the school system. In dealing with behaviors, the committee was interested in professional development and tools to deal with those behaviors.

**ACTION:** (1) Staff agreed to get the data on suspension for the whole system.  
 (2) the CPI project team could come to the next meeting to identify procedures for special education as well as systemic review.  
 (3) Staff volunteered to followup on the LD suspension data.

**UPDATE ON THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

Ms. Sabaka handed out the draft of SEAC's mission statement, goal, and committee guidelines. The section entitled, Relationship with the Board of Education, included requests for research and recommendations; annual report; correspondence; and MCPS secretarial support.

**ACTION:** (1) Make sure the Maryland statutes of ethics and *Open Meeting Act* are relevant to a federally mandated committee.  
 (2) The MCPS web could be expanded to include the existence and purpose of SEAC along with topics and options for input.  
 (3) SEAC will be schedule on the spring agenda.

**UPDATE ON SECONDARY LEARNING CENTERS**

Staff reported that since 2007, 250 students have been supported in the transition from the Learning Centers to their home or consortia schools.

- Seven transitioned to nonpublic schools
- 26 withdrew from MCPS

- Seven graduated with a Maryland High School Diploma
- Four graduated with a Maryland High School Certificate
- 19 students who were originally served in a learning center and recommended for special education services in MCPS through district-wide and quad-cluster programs
- 187 students were provided central office case management in their home and consortia schools for the 2010-11 school year
- Nine students received school-based case management as a result of an IEP team decision based upon their progress and parental input

April 2009 Recommendations:

- Support and training for co-teaching
- Follow up to summer 2009 professional development
- Differentiation
- Social skills training
- Opportunities for parent feedback
- Job-embedded professional development
- Review state assessment scores and course grades

**ACTION:** (1) There is a need to identify a better process for parent input, especially by program.

(2) Since closure of learning centers, monitor access to curriculum and co-teaching and share MSA performance data (make the connection on what was done and student performance).

(3) Capture the trend data; however it can be done, such as MSAs, student growth, tracking, primary disability, HSAs, etc

#### **UPDATE ON THE OFFICE OF LEGISLATIVE OVERSIGHT'S AUTISM REPORT**

The final report will not be available until November 2011. The chair suggested that the committee will place the report on the agenda for review.

The meeting adjourned at 3:10 p.m.