

Special Education Advisory Committee

September 23, 2021

SEAC Co-chairs

Parent Chairs

- Mrs. Vittoria Aiello
- Mrs. Amy Bloom
- Mrs. Coni Nepomuceno

MCPS Chairs

- Mr. Philip Lynch
- Mrs. Amy Cropp

Agenda

At the end of this meeting we will have:

- Met the Special Education Advisory Committee Co-chairpersons and MCPS special education leadership
- Met the acting associate superintendent for special education
- Met the special education staff members
- Received updates on the opening of schools
- Networked with other parents/guardians

Welcome

Dr. Gwendolyn J. Mason

Acting Associate Superintendent of Special Education

Introduction to SEAC

- Monthly Meeting (4th Thursday with exceptions)
- Standing Agenda Items
- [Ground Rules](#)
 - Public Testimony
 - Updates from the Department of Special Education
 - Topics of Interest and Relevance
 - Parent Networking
- Promoting SEAC to Increase Participation
 - Collaboration with the Office of Communications
 - Flyer for Schools
 - Social Media Presence
 - MCPS Newsletter, Webpage, and Quick Notes

Special Education Parent Resources

MCPS Web Resources

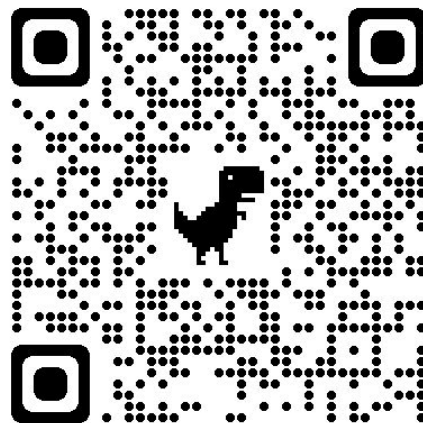
[Special Education Services](#)

[Special Education Advisory Committee](#)

[Parent Resources](#)

Parent Workshops:

[Orton Gillingham Parent Workshop flyer](#)



Special Education Parent Resources

Parent/Guardian Guides to IEP Meeting

A Parents'/Guardians' Guide to an Individualized Education Program (IEP) Development/Review Team Meeting	
Step 1	Introductions and Purpose(s) of the Meeting: <ul style="list-style-type: none"> IEP team participants introduce themselves. The chairperson explains the purpose of the meeting, which is to develop/review your child's IEP.
Step 2	Development of the IEP: <ul style="list-style-type: none"> At least five business days before the scheduled IEP team meeting, unless it is an extenuating circumstance, you must be provided with an accessible copy of any assessment, report, data, chart, or any other document the IEP team plans to discuss at the meeting. The IEP will be developed or reviewed in a step-by-step process. Your child's strengths and needs, and the accommodations, modifications, and services your child needs, will be discussed. (See <i>What an IEP Must Contain</i> for detailed information about the components of the IEP.) Be prepared to discuss your child's strengths and educational needs.
Step 3	Summary of IEP Team Decisions/Prior Written Notice: <ul style="list-style-type: none"> MCPS must provide written notice that explains the school system's proposal or refusal to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child. Any requests made by you that were not agreed to by MCPS members of the IEP team will be documented in this summary. You will be provided with verbal and written information about access to rehabilitative services as follows: <ul style="list-style-type: none"> At your child's initial IEP team meeting. At least once a year at your child's annual review meeting. On the approval or denial of your request for a related service to enable your child to benefit from special education services.

Parent Guardian Tips

PARENT/GUARDIAN TIPS

Maximize Your Involvement in the Individualized Education Program (IEP) Process

- 1

Parent Report
For students in Grades K–12, complete MCPS Form 336-39, *Parent Report*, which is included in your invitation letter to provide the team with input. Form 336-39 is located on the MCPS website at www.montgomeryschoolsmd.org; search for Parent Report 336-39. For prekindergarten students, complete the *Strengths and Needs Summary* included in your invitation letter. Return the completed form before the meeting to the case manager by e-mail or to your child's school.
- 2

Draft Documents
You will receive draft IEP documents five days prior to the IEP meeting. Review these documents prior to the meeting and write out any questions or concerns that you would like to share in the meeting. You may opt not to receive these documents in advance.
- 3

Present Levels of Academic Achievement and Functional Performance (PLAAFP)
A variety of data sources should be included in the PLAAFP about your child's strengths and needs. You may ask that additional academic or behavioral data be added to the PLAAFP, as needed.
- 4

Instructional and Assessment Accessibility Features and Accommodations, Supplementary Aids, Services, Program Modifications and Supports
Ask questions of the IEP team to gain an understanding of key components of the IEP. These include—

 - Accessibility features
 - Accommodations
 - Supplementary aids and services
 - Program modifications and supports

Ask the team to describe these features/accommodations/aids and services/modifications and the reasons why they are appropriate for use with your child.

MSDE Resources

HOME
DIVISIONS/PROGRAMS
STATE BOARD
NEWSROOM
ABOUT US

A message from Superintendent Mohammed Choudhury:

Welcome back to school Maryland students, families, staff and community

Welcome Back to School Students, Families and Staff!

At the Maryland State Department of Education, we are focused on the opening of Maryland Schools for full-time, in-person instruction this fall. Our work at MSDE will continue to support local school systems as they bring students back to the classroom for a safe and successful school year. We value our students, teachers and staff and look forward to working together to make this the best

News Releases

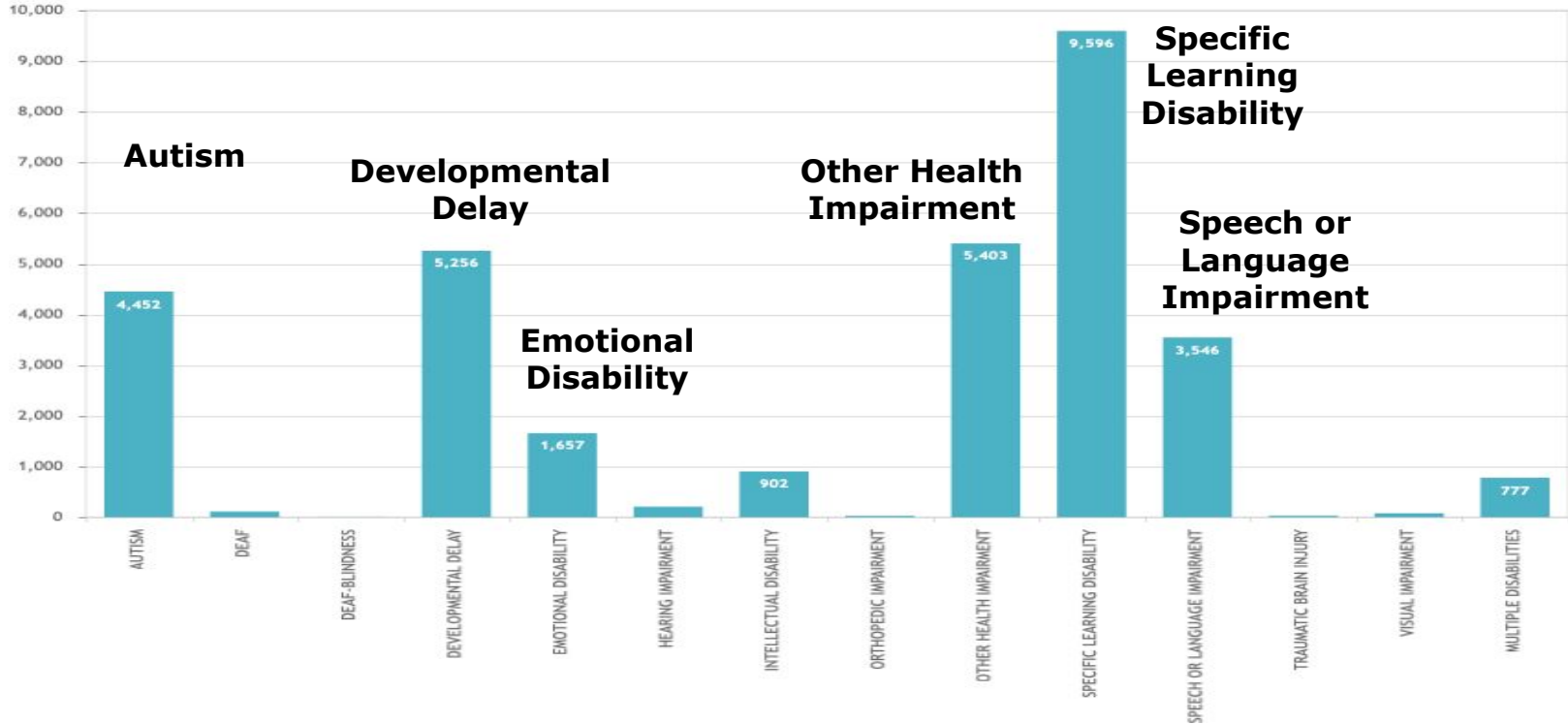
- [Maryland State Department of Education Awards Over \\$4 Million to Maryland Schools to Provide Fresh Fruits and Vegetables to Students](#)
- [Maryland State Department of Education Awarded 2021 Farm to School Grant](#)
- [New Masking Requirement Effective Immediately for All Maryland Public Schools](#)
- [Maryland State Department of Education Builds New Leadership Team](#)
- [Maryland Students Return to Full In-Person Learning for 2021-2022 School Year](#)

Update on Opening of Schools

Introduction to the Office of Special Education staff



MCPS Data by Disability 2021



Special education child count data is due to MSDE by September 30, 2021.

Extended School Year Data Summer 2021

A total of 4,253 student were determined eligible for ESY services

- 64% attended in person
- 33% attended virtually
- 3% declined ESY services

Program	In-Person	Virtual
Autism—K-12	259	102
Pre-K (PEP, CAPP, Physical Disabilities Pre-K)	450	119
SESES	53	13
Bridge	37	23
DHOH (Pre-K - 12)	32	17
Extensions	54	18
LFI	382	311
SCB	180	115
Multiples	1,115	604
MCPS Special Schools	162	75
Other (AAC, Physical Disabilities K-5, Vision)	11	13
Total	2,735	1,404

Extended School Year Count for student determined eligible and registered for ESY as of July 27, 20201

A total of 114 (2.8%) of parent/guardian declined ESY Services.

Summer 2021 Transition Services Independent Living Refresher

- All new and returning students, ages 18–21, in the CCC and TTI programs were provided with a two-week opportunity to participate in a half-day program that focused on travel training and employment readiness skills.
- The 35 students who attended this program were provided transportation.
- Data were collected to evaluate the effectiveness of the program.

Compensatory Recovery Services

Compensatory Recovery Service eligibility discussion conducted for select students

- Graduating seniors and Exiting students
- Students eligible for Extended School Year (ESY) services

Delivery of Compensatory Recovery Services has included:

- Local school staff member outside of the school day
- MCPS provider outside of the school day
- MCPS provider post ESY
- MCPS provided social skills camps

Next Steps:

- Delivery of Professional Learning for Special Education Case Managers
- Continued contact and engagement with parents
- Ongoing Deliver of Compensatory Recovery Services

MCPS Virtual Academy Student Enrollment

Students with Disabilities

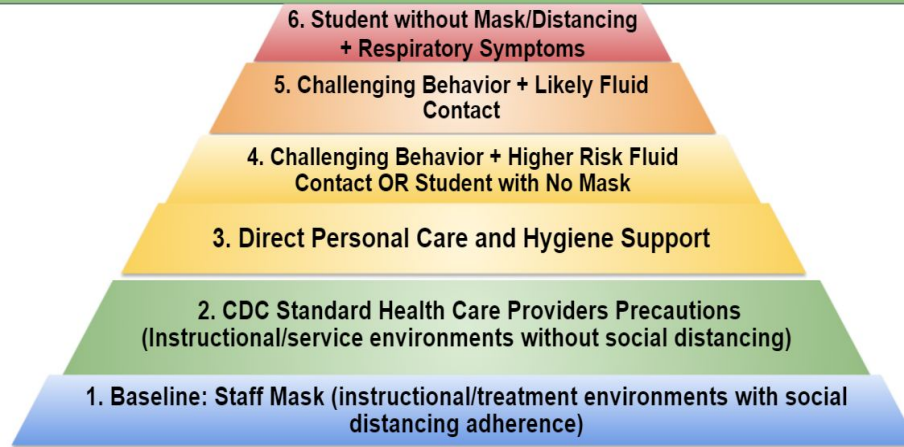
	Elementary School	Middle School	High School
Grade Level Outcomes	171	108	141
Alternate Learning Outcomes	28	10	22
Total	199	118	163

Personal Protective Equipment

- The safe return to school for this student population is a priority for MCPS. Appropriate PPE is provided and safety protocols for students and staff members were developed.

- Specialized PPE such as clear masks and alternative PPE such as student face shields are available on request.

Considerations for Determining Differentiated Level of PPE



Professional Development Academic Interventions

Professional Development	Audience
Orton Gillingham	Special educators, Reading Specialists, LFI teachers, PEP teachers
Really Great Reading	Special educators, Reading Specialists, Paraeducators, Interventionists
iReady Math and Reading	Special educators, Reading Specialists, Paraeducators, Interventionists, Content Specialists
System 44 & READ 180	Secondary special educators, general educators, ESOL teachers
REWARDS	Secondary special educators, general educators, ESOL teachers
Math 180	Secondary special educators, general educators, ESOL teachers

Professional Development

Professional Development	Audience
Behavior Training	General and Special Education co-teachers
IEP Processes	New / First Year Special Education Teachers
New Special Educator PLC - Monthly Various Topics Discussed	New / First Year Special Education Teachers
Unique Learning	New ALO teachers
Nonviolent Crisis Intervention and De-escalation Strategies	General Education and Special Education Staff
Functional Behavior Assessment and Behavior Intervention Plan	Special Education RTSEs, Psychologists, School Counselors

Professional Development

Professional Development	Audience
Pre-K Curriculum Training—Literacy and Mathematics	Pre-K Special Education Teachers, Parent Educators, and Paraeducators
Child Outcomes Summary (COS) Process	New/First Year Pre-K Special Education Teachers, Parent Educators, and SLPs
Early Learning Assessment (ELA)	New/First Year Pre-K Special Education Teachers and Parent Educators
Assistive Technology and Accessibility Augmentative and Alternative Communication	Special Education Teachers and Paraeducators, General Education Teachers
Best Practices for Teaching Students with Autism Spectrum Disorders	Selected Special Education Teachers and Paraeducators
Math Talk	D/HOH Teachers and Paraeducators

Maryland Online IEP updates

The primary changes are in the following areas:

- IEP Planning for Emergency Conditions
- Present Levels of Academic Achievement
- Format for writing Goals and Objectives

SEAC will take a deeper dive into these changes in October

Infants & Toddlers Program

- In-person services resumed July 2021
- Parents/guardians have option of in-person services or maintaining virtual services
- In-person groups resuming
- Reasons given by parents/guardians for maintaining virtual services:
 - Convenience for parents/guardians
 - Safety concerns of household members

Pre-K Special Education

Additional Pre-K sites and classes in 2021–2022

- Greenwood ES
- Stone Mill ES (additional class)
- William B. Gibbs, Jr. ES (additional class)
- Lois P. Rockwell ES (additional class)
- Inclusive Classes with General Ed Pre-K:
 - Galway ES; Clopper Mill ES
- Maryvale ES (CAPP/Pre-K Autism)

Future Topic

- Compensatory Recovery Services Update
- Maryland Online IEP Changes
- MCCPTSA Special Needs Committee

Thank you

Questions ?

Parent Networking