

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

May 24, 2010

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

Staff members present: Judy Pattik, Chrisandra Richardson, Gwen Mason, Maureen Ryan, and Alison Steinfels.

Other attendees: Laurie Collins, Karen Leggett, Staci Daddona, and Laine Crosby.

**Minutes**

The minutes from January 11, 2010, were approved as presented.

**Special Education Continuous Improvement Team (SECIT)  
Advisory Committee: Final Report**

SECIT committee members Ms. Laurie Collins and Ms. Karen Leggett presented recommendations from the committee's final report on Transition Services. The SECIT identified overall objectives: ensure transition planning is student-focused, train administrators to implement transition practices that lead to successful postsecondary outcomes, ensure families and staff have access to school and community transition planning resources, and expand interagency collaborations. In support of these objectives, the committee developed seven short-term and three long-term recommendations.

Short-term recommendations include the following: (1) review and expand, if necessary, course offerings to ensure appropriate selection of academic courses and courses focused on career readiness skills; (2) provide comprehensive professional development to central office and school-based staff focused on effectively transitioning students who have a range of learning styles and academic abilities; (3) provide detailed information to middle school and freshman high school students with disabilities and their families about options that may improve their transition; (4) review each student's performance using current assessment data to identify gaps in critical skills and abilities; (5) systematically plan for and provide service learning and work experiences consistent with long-term career interests and IEP goals and objectives; (6) expand current partnership with Montgomery College to reduce barriers and facilitate the transition of MCPS students with disabilities, including assisting students to prepare for the Accuplacer placement test; and (7) review best practice transition models for possible implementation.

Long-term recommendations include developing a comprehensive transition website for students, parents, and staff; facilitating partnership agreements between MCPS and various community agencies to coordinate efforts, share funding streams, and expand opportunities for the employment of students with disabilities; and conducting a survey of

graduates three years after exiting high school to evaluate their preparation for postsecondary education, employment, and independent living.

Additionally, the SECIT recommends that the Office of Special Education and Student Services establish a project team to develop an action plan and timeline to address these objectives and to implement the SECIT's recommendations.

**ACTION: The Committee approved the report and recommendations to be forwarded to the full Board with discussion and action. At a minimum, this team should include representatives from across MCPS departments and at least one parent representative to provide parent comments and feedback to the MCPS team. The project team should report to the Committee on Special Populations with a focus on implementation and focus on metrics/rubrics to monitor system-wide review.**

### **MSDE State Performance Plan for Early Intervention and Special Education Systems**

Ms. Richardson began by explaining that the MSDE State Performance Plan (SPP) for Early Intervention and Special Education Systems is an accountability mechanism for IDEA compliance by states and LEAs, based on 20 indicators. Federal and state law requires 100% compliance with each indicator. If non-compliant, corrective steps must be taken. The SPP indicators and MCPS performance are posted on the web at <http://mdideareport.org/>.

The indicators fall in two categories, compliance and performance.

The ten performance indicators are:

- Percent of youth with IEPs graduating from high school with a regular diploma.
- Percent of youth with IEPs dropping out of high school.
- Participation and performance of children with IEPs on statewide assessments.
- School Age Least Restrictive Environment (LRE).
- Preschool LRE.
- Percent of preschool children with IEPs who demonstrate improvement.
- Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities.
- Post school outcomes.
- Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- Percent of mediations held that resulted in mediation agreements.

The ten compliance Indicators are:

- Rates of suspension and expulsion.
- Disproportionate representation of racial and ethnic groups in special education and related series that is the result of inappropriate identification.

- Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- Percent of children with parental consent to evaluate, who were evaluated within 60 days.
- Percent of children referred by Part C prior to age 3 who are eligible for Part B and who have an IEP in place by their third birthday.
- Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- Identification and correction of noncompliance as soon as possible but in no case later than one year from identification.
- Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
- Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.
- State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

MSDE monitors the school system through annual on-site student record reviews to verify compliance with all SPP indicators and relevant regulations. Records are reviewed along 12 dimensions to verify that specific requirements (ranging from 5-28 per dimension) are met. Each of the requirements is aligned to one or more of the SPP indicators.

Based on the most recent data (FY2008) MSDE has determined that the specific indicators most critical to improving results for MCPS are Graduation Rate, Drop out Rate, Timely and Accurate Data, Initial Evaluation Timeline, General Supervision and Suspension/Expulsion.

By way of example, staff shared that among the SPP indicators that MCPS has struggled with is suspension rate. As a result, MCPS has implemented a plan to lower the number of multiple suspensions of special education students summing to more than 10 days and improvements have been made. Staff shared that M-Stat has also helped to address the issue by exposing the need for types of interventions that could help prevent multiple suspensions of special education students.

Federal and state law requires 100% compliance on all indicators. MSDE offers technical assistance to help school systems remain at that level or reach that goal.

**ACTION: The Committee requested a review of M-Stat data on special education suspension, and staff should review the indicators on an annual basis. Special education volunteered to get PBIS information and data.**

The meeting adjourned at 3:10 p.m.