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

**Parent Guardian Tips**

**Development of the IEP:**
- 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 will need 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 What an IEP Must Contain for all information about the components of the IEP.)
- Be prepared to discuss your child's strengths and educational needs.

**Summary of IEP Team Decisions/Prior Written Notice:**
- MOPS must provide written notice to the child’s school system’s parent or a relative of the written notice to the IEP team will be documented in this summary.
- You will be provided with written and written information about access to rehabilitative services as follows:
  - At your child’s initial IEP 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 child to benefit from special education services.

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

1. **Parent Report**
   - For students in Grades K-12, complete MOPS Form 366-9. Parent report, which is included in your IEP meeting letter to provide the team with input form 366-9, is located on the MOPS website at www.maryland.gov/ies. For Pre-K/Kindergarten 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 (PLAAPP)**
   - A detailed report describing the progress of the student’s academic and functional performance should be included in the PLAAPP about your child’s strengths and needs. This report will be discussed at the IEP meeting.

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, services, modifications, and supports and the reasons why they are appropriate for use with your child.

**MSDE Resources**

**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 the school year, to provide instruction to help our students and teachers. We 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 school year yet.

**A message from Superintendent Mohammad Choudhury:**

Welcome back to school Maryland students, families, staff and community.
Update on Opening of Schools

Introduction to the Office of Special Education staff
Special education child count data is due to MSDE by September 30, 2021.
## Extended School Year Data
### Summer 2021

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

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

### Program Participation

<table>
<thead>
<tr>
<th>Program</th>
<th>In-Person</th>
<th>Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism—K-12</td>
<td>259</td>
<td>102</td>
</tr>
<tr>
<td>Pre-K (PEP, CAPP, Physical Disabilities Pre-K)</td>
<td>450</td>
<td>119</td>
</tr>
<tr>
<td>SESES</td>
<td>53</td>
<td>13</td>
</tr>
<tr>
<td>Bridge</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>DHOH (Pre-K - 12)</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>Extensions</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>LFI</td>
<td>382</td>
<td>311</td>
</tr>
<tr>
<td>SCB</td>
<td>180</td>
<td>115</td>
</tr>
<tr>
<td>Multiples</td>
<td>1,115</td>
<td>604</td>
</tr>
<tr>
<td>MCPS Special Schools</td>
<td>10</td>
<td>75</td>
</tr>
<tr>
<td>Other (AAC, Physical Disabilities K-5, Vision)</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,735</strong></td>
<td><strong>1,404</strong></td>
</tr>
</tbody>
</table>

Extended School Year Count for student determined eligible and registered for ESY as of July 27, 2021:

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**

<table>
<thead>
<tr>
<th>Grade Level Outcomes</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>171</td>
<td>108</td>
<td>141</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Learning Outcomes</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28</td>
<td>10</td>
<td>22</td>
</tr>
</tbody>
</table>

| Total                       | 199               | 118          | 163         |
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.
## Professional Development

### Academic Interventions

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orton Gillingham</td>
<td>Special educators, Reading Specialists, LFI teachers, PEP teachers</td>
</tr>
<tr>
<td>Really Great Reading</td>
<td>Special educators, Reading Specialists, Paraeducators, Interventionists</td>
</tr>
<tr>
<td>iReady Math and Reading</td>
<td>Special educators, Reading Specialists, Paraeducators, Interventionists, Content Specialists</td>
</tr>
<tr>
<td>System 44 &amp; READ 180</td>
<td>Secondary special educators, general educators, ESOL teachers</td>
</tr>
<tr>
<td>REWARDS</td>
<td>Secondary special educators, general educators, ESOL teachers</td>
</tr>
<tr>
<td>Math 180</td>
<td>Secondary special educators, general educators, ESOL teachers</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Audience</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Behavior Training</td>
<td>General and Special Education co-teachers</td>
</tr>
<tr>
<td>IEP Processes</td>
<td>New / First Year Special Education Teachers</td>
</tr>
<tr>
<td>New Special Educator PLC - Monthly Various Topics Discussed</td>
<td>New / First Year Special Education Teachers</td>
</tr>
<tr>
<td>Unique Learning</td>
<td>New ALO teachers</td>
</tr>
<tr>
<td>Nonviolent Crisis Intervention and De-escalation Strategies</td>
<td>General Education and Special Education Staff</td>
</tr>
<tr>
<td>Functional Behavior Assessment and Behavior Intervention Plan</td>
<td>Special Education RTSEs, Psychologists, School Counselors</td>
</tr>
</tbody>
</table>
# Professional Development

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