Special Education Citizens Advisory Committee

September 22, 2022
Welcome

- Ms. Diana Wyles, Acting Associate Superintendent, Office of Special Education
- Mr. Philip A. Lynch, Director, Department of Special Education Services
- Mrs. Amy S. Cropp, Director, Division of Prekindergarten, Special Programs and Related Services
Parent Co-Chairs

- Mrs. Vittoria Aiello
- Mrs. Amy Bloom
- Mrs. Coni Nepomuceno
At the end of this meeting we will have:

- Met the Special Education Citizens 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
Introduction to SECAC

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

Ms. Diana Wyles
Acting Associate Superintendent, Office of Special Education
Our Mission

The mission of the Office of Special Education is to provide, implement, and monitor the delivery of a seamless continuum of services for students with disabilities from birth through age 21 to prepare for college, career and community readiness.
The MCPS Strategic Plan is organized into three priority areas:

- **Academic Excellence** (such as improving student achievement & increasing graduation rates and MCC readiness rates)

- **Well-being and Family Engagement** (such as implementing effective behavioral management systems & implementing culturally responsive family engagement)

- **Professional and Operational Excellence** (such as increasing districtwide culturally relevant professional learning for staff)

The strategic priorities of the Office of Special Education directly align with the priorities of our county.
OSE Strategic Priorities

- Increase academic achievement for students with disabilities
- Increase access to the general education setting (LRE) for students with disabilities
- Decrease disproportionality for disciplinary removals and identification of students with disabilities
August 2022 MCPS Data by Disability

- Autism: 16.8%
- Deaf: 15%
- Deaf-Blindness: 17.3%
- Developmental Delay: 17.3%
- Emotional Disability: 30.8%
- Hearing Impairment: 9.6%
- Intellectual Disability: 30.8%
- Multiple Disabilities: 17.3%
- Orthopedic Impairment: 30.8%
- Other Health Impairment: 30.8%
- Specific Learning Disability: 30.8%
- Speech or Language: 30.8%
- Traumatic Brain Injury: 30.8%
- Visual Impairment: 30.8%

MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential
Increase Academic Achievement for Students with Disabilities

Grade 8: 2018–2019

Grade 8: 2020–2021
Academic Achievement
So What? Now What?

Guidance to schools about Multi-tiered System of Supports (MTSS) and how to progress monitor for success

Collaboration with the curriculum office to ensure access to tier one instruction

Intervention support to teachers

Literacy and Mathematics Coaching

Secondary Coteaching Professional Development

Professional learning and coaching opportunities for students that are dually identified Emergent Multilingual Learners with disabilities
**Indicator 5A: Students aged 6-21 whose LRE is more than or equal to 80 percent of the day (LRE A)**

<table>
<thead>
<tr>
<th>Federal Fiscal Year (FFY)</th>
<th>MSDE Standard</th>
<th>MCPS Result</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2020</td>
<td>≥70.71%</td>
<td>67.11%</td>
<td>3.6</td>
</tr>
<tr>
<td>FFY 2019</td>
<td>≥70.90%</td>
<td>67.32%</td>
<td>3.58</td>
</tr>
<tr>
<td>FFY 2018</td>
<td>≥70.90%</td>
<td>67.45%</td>
<td>3.45</td>
</tr>
<tr>
<td>FFY 2017</td>
<td>≥70.40%</td>
<td>67.14%</td>
<td>3.26</td>
</tr>
<tr>
<td>FFY 2016</td>
<td>≥69.90%</td>
<td>67.01%</td>
<td>2.89</td>
</tr>
</tbody>
</table>
**Indicator 5B: Students aged 6-21 whose LRE is less than or equal to 40 percent of the day (LRE C)**

<table>
<thead>
<tr>
<th>Federal Fiscal Year (FFY)</th>
<th>MSDE Standard</th>
<th>MCPS Result</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2020</td>
<td>≤ 12.00%</td>
<td>14.56%</td>
<td>+2.56%</td>
</tr>
<tr>
<td>FFY 2019</td>
<td>≤ 10.76%</td>
<td>14.04%</td>
<td>+3.28</td>
</tr>
<tr>
<td>FFY 2018</td>
<td>≤ 10.76%</td>
<td>14.02%</td>
<td>+3.26%</td>
</tr>
<tr>
<td>FFY 2017</td>
<td>≤ 11.26%</td>
<td>13.85%</td>
<td>+2.59%</td>
</tr>
<tr>
<td>FFY 2016</td>
<td>≤ 11.76%</td>
<td>13.78%</td>
<td>+2.02%</td>
</tr>
<tr>
<td>State Fiscal Year (SFY)</td>
<td>MSDE Target</td>
<td>MCPS Result</td>
<td>Difference</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>SFY 2021</td>
<td>≥60.87%</td>
<td>26.85%</td>
<td>-34.02</td>
</tr>
<tr>
<td>SFY 2020</td>
<td>≥65.10%</td>
<td>36.92%</td>
<td>-28.18</td>
</tr>
<tr>
<td>SFY 2019</td>
<td>≥65.10%</td>
<td>34.61%</td>
<td>-30.49</td>
</tr>
</tbody>
</table>

**Indicator 6A: Students aged 3-5: Services in regular early childhood setting the majority of the day**
## Indicator 6B: Students aged 3-5: Services in a Separate School or Class

<table>
<thead>
<tr>
<th>State Fiscal Year (SFY)</th>
<th>MSDE Target</th>
<th>MCPS Result</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFY 2021</td>
<td>≤ 20.92%</td>
<td>47.91%</td>
<td>-26.99</td>
</tr>
<tr>
<td>SFY 2020</td>
<td>≤ 17.90%</td>
<td>46.56%</td>
<td>-28.66</td>
</tr>
<tr>
<td>SFY 2019</td>
<td>≤ 17.90%</td>
<td>48.90%</td>
<td>-31.00</td>
</tr>
</tbody>
</table>
LRE
So what? Now what?

- Individual school coaching where a student who is pursuing alternate outcomes is being served in their home school.
- Professional Development for electives teachers to support students pursuing alternate outcomes in their classes/courses.
- Individual school coaching where students are being served in discreet programs so they can experience successful for inclusive opportunities throughout the school day.
- Examining the process for transitioning students out of pre-kindergarten
- Professional development on the LRE portion the IEP meeting
Decrease disproportionality for disciplinary removals and identification of students with disabilities

<table>
<thead>
<tr>
<th>Year</th>
<th>Categories of Disproportionality Identification, Placement, Disciplinary Removals</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCPS SFY23</td>
<td></td>
</tr>
</tbody>
</table>
|               | ● **Identification**  
|               |   ○ *American* Indian or Alaska Native students as students with an Emotional Disability |
|               | ● **Disciplinary Removal (Suspension / Expulsion)**  
|               |   ○ *Disciplinary Removal*—out of school suspensions and expulsions of Black/African American (B/AA) students with disabilities 10 days or fewer |
|               |   ○ *Disciplinary Removal*—out of school suspensions and expulsions of B/AA students with disabilities more than 10 days |
|               |   ○ *Disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer of B/AA students with disabilities.* |
Identification & Disciplinary Removals
So what? Now what?

- Professional learning on current policies, procedures, and practices associated with the eligibility criteria for an Emotional Disability
- Targeted professional learning to IEP team members and school-based administrators of the identifying school based on the data compiled from the file review
- Engage in a review of suspension data with school leadership to examine the effective practices, and modify current disciplinary practices
- Parent/guardian outreach plan designed to engage the parents/guardians of student who have experienced a history of disciplinary removals
- Social workers and behavioral support teachers (BSTs) providing services for students with disabilities (SWDs), in collaboration with the identified school’s Well-Being Teams
Questions
Update on Opening of Schools

Introduction to the Office of Special Education staff
<table>
<thead>
<tr>
<th>TEAMS</th>
<th>SUPERVISOR</th>
<th>INSTRUCTIONAL SPECIALIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1a</td>
<td>Dr. Cynthia M. Webb</td>
<td>Mrs. Susan B. Ryan</td>
</tr>
<tr>
<td>Team 1b</td>
<td>Ms. Claudette R. Smith</td>
<td>Mrs. Sarah E. Kio</td>
</tr>
<tr>
<td>Team 2a</td>
<td>Dr. Melissa A. Brunson</td>
<td>Mr. Bryan E. Hunter</td>
</tr>
<tr>
<td>Team 2b</td>
<td>Mrs. Kelly J. Jiron</td>
<td>Ms. Gerry L. Edwards</td>
</tr>
<tr>
<td>Team 3a</td>
<td>Mrs. Lora S. Johnson</td>
<td>Mrs. Amy H. Shorb</td>
</tr>
<tr>
<td>Team 3b</td>
<td>Mrs. Kia Middleton-Murphy</td>
<td>Mrs. Ashley S. Doyle</td>
</tr>
</tbody>
</table>
Area 1a:

High Schools: Einstein, Northwood, Blair, BCC

Middle Schools: Newport Mill, Sligo, SSI, Eastern, Takoma Park, Silver Creek, Westland

Dr. Cynthia Webb, Supervisor

Sue Ryan, Instructional Specialist
Area 1b:

High Schools: Wheaton, Wootton, Edison, Churchill, Richard Montgomery
Middle Schools: Loiederman, Parkland, Frost, Cabin John, Hoover, Julius West

Claudette R. Smith, Supervisor

Sarah E. Kio, Instructional Specialist
Area 2a:

High Schools: Seneca Valley, Rockville, Blake, Paint Branch, Whitman
Middle Schools: MLK, Wood, Banneker, Briggs Chaney, Pyle

Dr. Melissa A. Brunson, Supervisor    Bryan E. Hunter, Instructional Specialist
Area 2b:

High Schools: Kennedy, Magruder, Blair Ewing, Quince Orchard, Walter Johnson
Middle Schools: Odessa Shannon, Argyle, Redland, Shady Grove, Lakelands Park, Ridgeview, North Bethesda, Tilden

Kelly J. Jiron, Supervisor

Gerry L. Edwards, Instructional Specialist
Area 3b:

**High Schools:** Clarksburg, Watkins Mill, Damascus, Sherwood, RICA

**Middle Schools:** Neelsville, Rocky Hill, Hallie Wells, Montgomery Village, Baker, Rosa Parks, Farquhar

Kia Middleton-Murphy, Supervisor

Ashley S. Doyle, Instructional Specialist
Social Emotional Special Education Services

Dr. Sandi B. Ives, Supervisor

Lisa Korte, Instructional Specialist
Alternate Learning Outcomes (ALO)

Anne Marie Tagliaferri, Supervisor

Dawn Hanna, Instructional Specialist
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer R. Strouble</td>
<td>Coordinator</td>
<td>DSES Support</td>
</tr>
<tr>
<td>Jodi A. Chesman</td>
<td>Content Specialist</td>
<td>Crisis Intervention Training</td>
</tr>
<tr>
<td>Genevive M. Goodman</td>
<td>Content Specialist</td>
<td>Secondary Reading and ALO</td>
</tr>
<tr>
<td>Jessica S. Gould</td>
<td>Content Specialist</td>
<td>ALO</td>
</tr>
<tr>
<td>Jackie M. Hongladarom</td>
<td>Content Specialist</td>
<td>Elementary Reading</td>
</tr>
<tr>
<td>Julie Torrence</td>
<td>Content Specialist</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Jonathan Langsam</td>
<td>Content Specialist</td>
<td>Compensatory Recovery Services</td>
</tr>
<tr>
<td>Sherry A. Adelekan</td>
<td>Itinerant Resource Teacher</td>
<td>Elementary Support</td>
</tr>
<tr>
<td>Alison L. O’Connor</td>
<td>Itinerant Resource Teacher</td>
<td>Secondary Support</td>
</tr>
<tr>
<td>Sharele Spear</td>
<td>Itinerant Resource Teacher</td>
<td>Math Support</td>
</tr>
</tbody>
</table>
Support to Schools

Professional Development on IEP writing
New Teacher support
Learning Center support
Academic Intervention training and coaching
De-escalation strategies
Alternate Learning Outcomes support
Our Programs and Services
Division of Prekindergarten, Special Programs, and Related Services

Amy S. Cropp
Director

DHOH/Vision Services
Susan Russell, Ed. D, Supervisor
Jennifer R. Benson
Instructional Specialist

Instructional Specialists
Louise Colozzin
Michelle Fyock
Elizabeth Nehrbass, Ed.D
Robyn Miller, AuD

Autism Spectrum Disorders Services
Kristin Secan, Supervisor

Instructional Specialists
Domenick Fabii
Susan Mason Gavreau
Lisa Grant
Robin Daisey

Speech Language Services
Shelley McAuliffe, Acting Supervisor
Sandy Aisenberg, Instructional Specialist

Infants and Toddlers Program
Kathy Toscano, Coordinator
Tory Pegram, Coordinator
Nancy Hiltbrand, Coordinator
Marie Marino, Coordinator
Lauren Mangrum, Coordinator

Child Find/Early Childhood Disabilities/ITP
Faith Fischel, Supervisor
Mary Rose Catena, PEP Coordinator
Marie Kroll, Instructional Specialist

Child Find/Developmental Evaluation Services for Children (DESC)
Kate Simon, Instructional Specialist
Cindy Meehan, Instructional Specialist
Jill Cahill, Instructional Specialist

Pre-K Central IEP Team
Diane Sentz, Instructional Specialist

Physical Disabilities
HIAT
InterACT
OT/PT
William McGrath, Supervisor
Instructional Specialists
Eithne Ellis
Marilyn Jacobs
Lynn Tozzi
Linda Wilson

Speech Language Services
Shelley McAuliffe, Acting Supervisor
Sandy Aisenberg, Instructional Specialist

Infants and Toddlers Program
Kathy Toscano, Coordinator
Tory Pegram, Coordinator
Nancy Hiltbrand, Coordinator
Marie Marino, Coordinator
Lauren Mangrum, Coordinator

Child Find/Early Childhood Disabilities/ITP
Faith Fischel, Supervisor
Mary Rose Catena, PEP Coordinator
Marie Kroll, Instructional Specialist

Child Find/Developmental Evaluation Services for Children (DESC)
Kate Simon, Instructional Specialist
Cindy Meehan, Instructional Specialist
Jill Cahill, Instructional Specialist

Pre-K Central IEP Team
Diane Sentz, Instructional Specialist

Physical Disabilities
HIAT
InterACT
OT/PT
William McGrath, Supervisor
Instructional Specialists
Eithne Ellis
Marilyn Jacobs
Lynn Tozzi
Linda Wilson

Montgomery County Public Schools
Expanding Opportunity and Unleashing Potential
Division of Prekindergarten, Special Programs and Related Services

Mrs. Amy Cropp, Director

Mrs. Jennifer Benson
Instructional Specialist
Autism Services

Kris Secan, Supervisor

We have a great team!!!
Autism Services

Supervisor: Kristin M Secan

Instructional Specialists:
Robin Daisey, Domenick Fabii, Lisa Grant, Susan Mason

Description of Services
• Consultation for students with Autism Spectrum Disorders
• Development and support of a continuum of services for students with autism
• Training for schools and staff members
Child Find/Early Childhood Disabilities

Faith Fischel, Supervisor

Kathleen Toscano, MCITP Coordinator

Tory Pegram, MCITP Coordinator
Child Find/Early Childhood Disabilities

**Supervisor:** Faith K. Fischel

**Infants and Toddlers: Birth-4 services (coaching model)**
5 locations/coordinators: Kathleen Toscano, Marie Marino, Lauren Mangrum, Nancy Hiltbrand, Tory Pegram

**Child Find/Developmental Evaluation Services for Children (DESC)**
Screening and Assessment for children ages 3-5

**Preschool Education Program (PEP)**
**Coordinator:** Mary Rose Catena

**Description of Services**
- Direct/Coaching in Community Preschool/Childcare Centers
- Direct/Coteaching within General Education Prekindergarten
- Self-Contained Settings
Deaf and Hard of Hearing (D/HOH) and Vision

**Supervisor:** Susan P. Russell

**Instructional Specialist, D/HOH:** Michelle L. Fyock

**Instructional Specialist, Vision:** Elizabeth A. Nehrbass

**Description of Services**

- Direct/Consultative Services: ages birth-21
- Audiological Supports
- Interpreting Services
- Orientation and Mobility Services
Speech and Language Services

Shelley McAuliffe, Acting Supervisor

Sondra Aisenberg, Instructional Specialist
Speech and Language Services

**Supervisor:** Shelley A. McAuliffe, Acting

**Instructional Specialist:** Sondra L. Aisenberg

**Support SLPs:** Giselle H. Light, Sarah Mohl, Cynthia Taylor and Tina B. Williams

**Description of Services**

- Speech-language therapy services ages birth-21
- Focuses on oral, gestural, and augmentative communication skills
Physical Disabilities

William McGrath, Supervisor

Linda Wilson, HIAT Team Leader
Physical Disabilities

**Supervisor:** William McGrath

**OT Instructional Specialists:** Lynn Tozzi, Eithne Ellis

**PT Program Assistant:** Jane Juliano

**Assessment Team Coordinator:** Lynn Tozzi

**HIAT Team Leader:** Linda Wilson

**Description of Services**

- OT/PT therapy services ages 3-21
- Training in Universal Design for Learning (UDL)
- Consultation on assistive technology tools
- Inclusive pre-k programs for students with physical disabilities
InterACT Team

Interdisciplinary Augmentative Communication and Technology Team (InterACT)

Instructional Specialist: Marilyn Jacobs

Description of Services
• Consultation and support for students with significant communication disabilities
• Training on augmentative & alternative communication (AAC) systems and assistive technology (AT) for access to produce written output
• Support for the development of adapted materials
Transition Services

*Supervisor:* Simone A. Geness

*Instructional Specialist:* Margaret A. Parrott

**Description of Services**

- Student centered planning process for successful postsecondary education, employment and community experiences
- Community & Career Connections program
- Transition Training for Independence program
- Exploring Careers @ Holy Cross Hospital
Compensatory Recovery Services

Delivery of Compensatory Recovery Services for the 22-23 school year:

**Local school:** When staff are available CRS can take place before or after the school day.

**Regional centers:** Students can access a regional center for CRS on Saturdays and Sundays by appointment.

**Locations**
- Little Bennett ES: 23705 Frederick Rd, Clarksburg, MD 20871
- Julius West MS: 651 Great Falls Rd, Rockville, MD 20850
- Eastern MS: 300 University Blvd E, Silver Spring, MD 20901
- Belmont ES: 19528 Olney Mill Rd, Olney, MD 20832

**Community/Virtual:**
- Provider meets at an agreed upon location in the community (i.e. library, recreational area)
- Students can meet with providers virtually by appointment.

Please contact Jonathan Langsam and Jill Pelaez for additional information: 240-740-5657
Special Education Parent Engagement Position

MaryBeth Mantzouranis

25 years in MCPS
Former principal, and special educator
Special Education Parent Engagement Position

The major duties and responsibilities include coordinating activities and events for parents, providing a variety of parent workshops, training, and resources.

- Coordinate parent engagement programs for the Department of Special Education;
- Develop and conduct parent/family workshops on the IEP Process and other topics of interest pertaining to disabilities and how to support students with disabilities;
- Participate in MSDE parent/family engagement trainings;
- Respond effectively to parent and school concerns, as appropriate;
- Articulate current trends and data related to parent engagement
- Maintain a resource library for parent and staff use;
- Develop parent activities based on analysis and understanding of MSDE’s Parent Survey data for MCPS.
Special Education Parent Resources

MCPS Web Resources

- Special Education Services
- Special Education Citizens Advisory Committee
- Parent Resources

Parent Workshops:
Coming Soon
Special Education Parent Resources

Parent/Guardian Guides to IEP Meeting

Parent Guardian Tips

Step 1: Introductions and Purpose(s) of the Meeting:
- 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:
- At least five business days before the scheduled IEP team meeting, unless 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 What an IEP Must Contain for detail 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
- MCPS must provide written notice that explains the school system’s proposed 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 numbers of the IEP team will be documented in this summary.
- You will be provided with verbal and written information about access to habilitative services as follows:
  - 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

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

1. **Parent Report**
   - For students in grades K-12, complete MCPS Form 306-39. Parent report, which is included in your invitation letter to provide the team with input. Form 306-39 is located on the MCPS website at www.montgomeryschoolsmd.org. Search for Parent Report 306-39. For prekindergarten students, complete the Strengths and Needs Summary included in your invitation letter. Return the completed form before meeting to the case manager by e-mail or to your child’s school.

2. **Draft Documents**
   - You will receive drafted IEP documents five days prior to the IEP meeting. Review these documents prior to the meeting and write down 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 variety of data sources should be included in the PLAAPP about your child’s strengths and needs. You may ask that additional academic or behavioral data be added to the PLAAPP as needed.

4. **Institutional 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

A message from Superintendent Mohammed Choudhury:

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

Building A Future for Every Student

As the Maryland State Department of Education, we are focused on the opening of Maryland Schools for fall, and we are ready to support our students in 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...
DREAM BIG!

STEP UP FOR DOWN SYNDROME CELEBRATION & WALK

OCTOBER 15, 2022

HADLEY'S PARK • POTOMAC, MD
Parent Networking Breakout Rooms

- Meet with the supervisors
- Meet with the directors
- Meet with the co-chairs