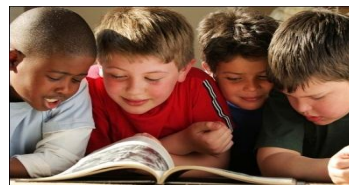


Special Education Citizens Advisory Committee

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



SECAC Co-chairs

Parent Co-Chairs

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



Agenda

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.



MCPS System Priorities

The [MCPS Strategic Plan](#) is organized into three priority areas:

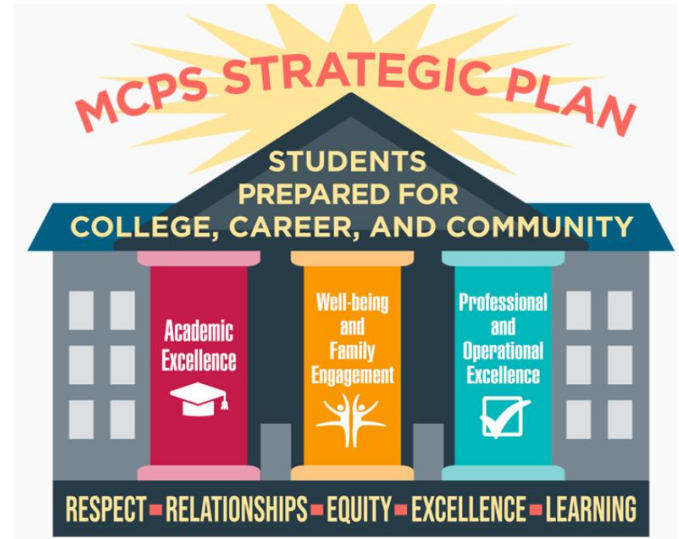
- Academic Excellence (such as improving student achievement & increasing graduation rates and MCC readiness rates)
- Well-being and Family Engagement (such as implementing effective behavioral management systems & implementing culturally responsive family engagement)
- Professional and Operational Excellence (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.



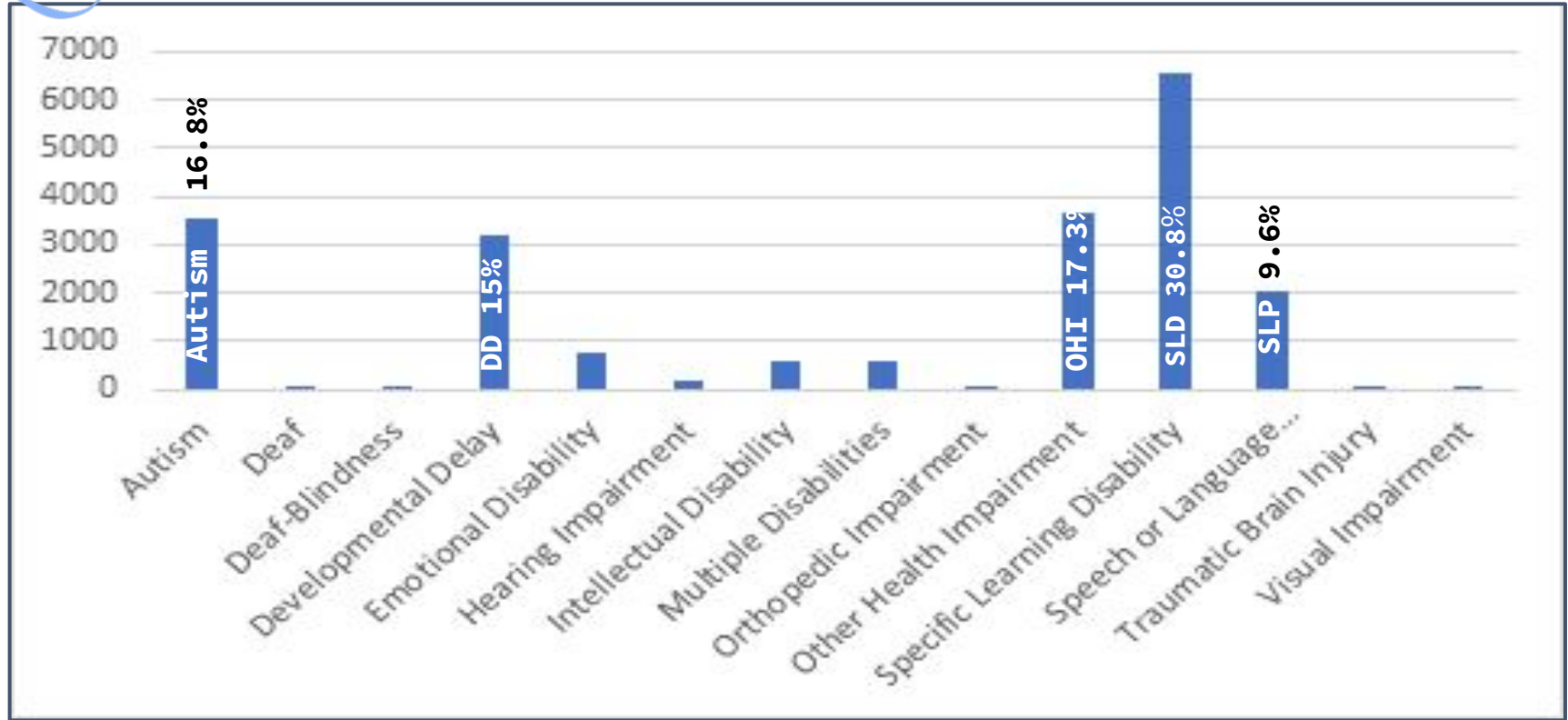
OSE Strategic Priorities

- 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





Increase Academic Achievement for Students with Disabilities

Grade 2: 2018-2019

EOL By Gender

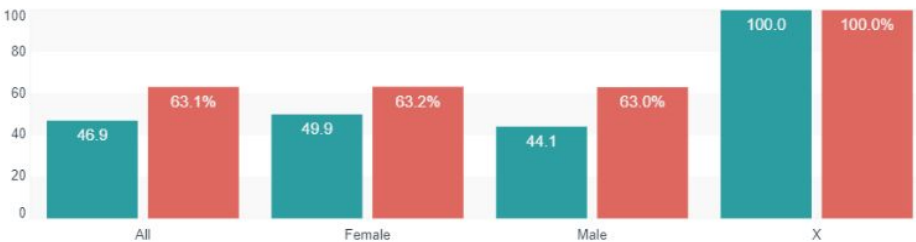


EOL By Service

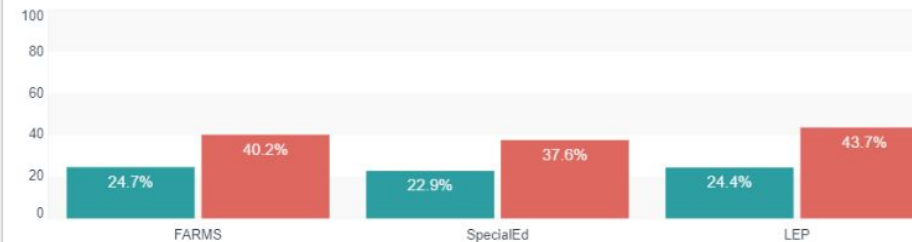


Grade 2: 2020-2021

EOL By Gender



EOL By Service

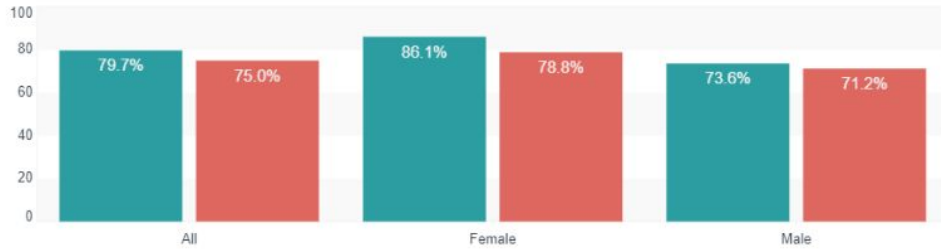




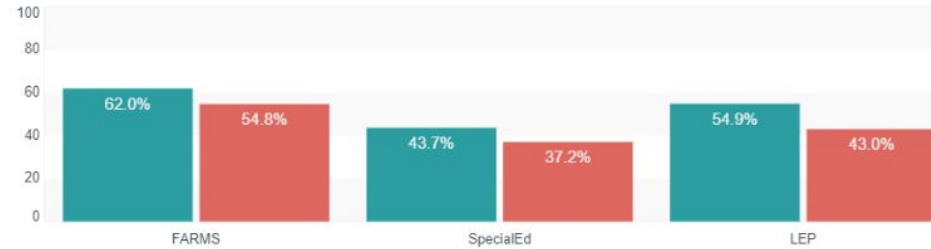
Increase Academic Achievement for Students with Disabilities

Grade 8: 2018-2019

EOL By All Students and Gender

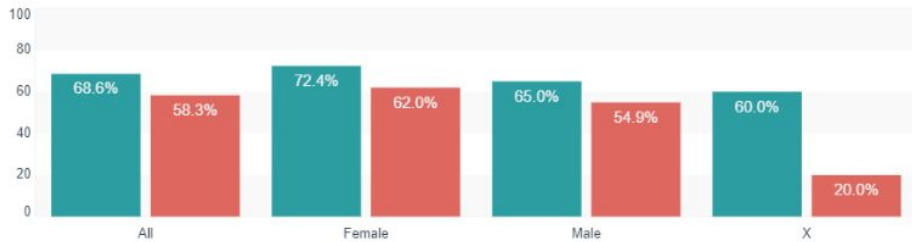


EOL By Service



Grade 8: 2020-2021

EOL By All Students and Gender



EOL By Service





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)

Federal Fiscal Year (FFY)	MSDE Standard	MCPS Result	Difference
FFY 2020	≥70.71%	67.11%	3.6
FFY 2019	≥70.90%	67.32%	3.58
FFY 2018	≥70.90%	67.45%	3.45
FFY 2017	≥70.40%	67.14%	3.26
FFY 2016	≥69.90%	67.01%	2.89



Indicator 5B: Students aged 6-21 whose LRE is less than or equal to 40 percent of the day (LRE C)

Federal Fiscal Year (FFY)	MSDE Standard	MCPS Result	Difference
FFY 2020	≤ 12.00%	14.56%	+2.56%
FFY 2019	≤ 10.76%	14.04%	+3.28
FFY 2018	≤ 10.76%	14.02%	+3.26%
FFY 2017	≤ 11.26%	13.85%	+2.59%
FFY 2016	≤ 11.76%	13.78%	+2.02%



Indicator 6A: Students aged 3-5: Services in regular early childhood setting the majority of the day

State Fiscal Year (SFY)	MSDE Target	MCPS Result	Difference
SFY 2021	≥60.87%	26.85%	-34.02
SFY 2020	≥65.10%	36.92%	-28.18
SFY 2019	≥65.10%	34.61%	-30.49



Indicator 6B: Students aged 3-5: Services in a Separate School or Class

State Fiscal Year (SFY)	MSDE Target	MCPS Result	Difference
SFY 2021	$\leq 20.92\%$	47.91%	-26.99
SFY 2020	$\leq 17.90\%$	46.56%	-28.66
SFY 2019	$\leq 17.90\%$	48.90%	-31.00



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

Year	Categories of Disproportionality Identification, Placement, Disciplinary Removals
MCPS SFY23	<ul style="list-style-type: none"><li data-bbox="363 383 1823 492">● Identification<ul style="list-style-type: none"><li data-bbox="432 421 1823 492">○ <i>American</i> Indian or Alaska Native students as students with an Emotional Disability <li data-bbox="363 539 1823 929">● Disciplinary Removal (Suspension / Expulsion)<ul style="list-style-type: none"><li data-bbox="432 615 1823 689">○ <i>Disciplinary Removal—out of school suspensions and expulsions of Black/African American (B/AA) students with disabilities 10 days or fewer</i><li data-bbox="432 716 1823 789">○ <i>Disciplinary Removal—out of school suspensions and expulsions of B/AA students with disabilities more than 10 days</i><li data-bbox="432 816 1823 929">○ <i>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.</i>



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





Department of Special Education Services Central Office Support Structure

TEAMS	SUPERVISOR	INSTRUCTIONAL SPECIALIST
Team 1a	Dr. Cynthia M. Webb	Mrs. Susan B. Ryan
Team 1b	Ms. Claudette R. Smith	Mrs. Sarah E. Kio
Team 2a	Dr. Melissa A. Brunson	Mr. Bryan E. Hunter
Team 2b	Mrs. Kelly J. Jiron	Ms. Gerry L. Edwards
Team 3a	Mrs. Lora S. Johnson	Mrs. Amy H. Shorb
Team 3b	Mrs. Kia Middleton-Murphy	Mrs. Ashley S. Doyle

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



MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

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





Department of Special Education Services Content and Specialty Support

Jennifer R. Strouble	Coordinator	DSES Support
Jodi A. Chesman	Content Specialist	Crisis Intervention Training
Genevive M. Goodman	Content Specialist	Secondary Reading and ALO
Jessica S. Gould	Content Specialist	ALO
Jackie M. Hongladarom	Content Specialist	Elementary Reading
Julie Torrence	Content Specialist	Professional Development
Jonathan Langsam	Content Specialist	Compensatory Recovery Services
Sherry A. Adelekan	Itinerant Resource Teacher	Elementary Support
Alison L. O'Connor	Itinerant Resource Teacher	Secondary Support
Sharele Spear	Itinerant Resource Teacher	Math Support



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

Autism Spectrum Disorders Services

Kristin Secan, Supervisor

Instructional Specialists

Domenick Fabii

Susan Mason Gavreau

Lisa Grant

Robin Daisey

Amy S. Cropp
Director

Jennifer R. Benson
Instructional Specialist

Pre-K Central IEP Team
Diane Sentz, Instructional Specialist

DHOH/Vision Services
Susan Russell, Ed. D, Supervisor

Instructional Specialists

Louise Colodzin

Michelle Fyock

Elizabeth Nehrbass, Ed.D

Robyn Miller, AuD

Speech Language Services

Shelley McAuliffe, Acting Supervisor

Sandy Aisenberg, Instructional Specialist

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

Physical Disabilities

HIAT

InterACT

OT/PT

William McGrath, Supervisor

Instructional Specialists

Eithne Ellis

Marilyn Jacobs

Lynn Tozzi

Linda Wilson

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

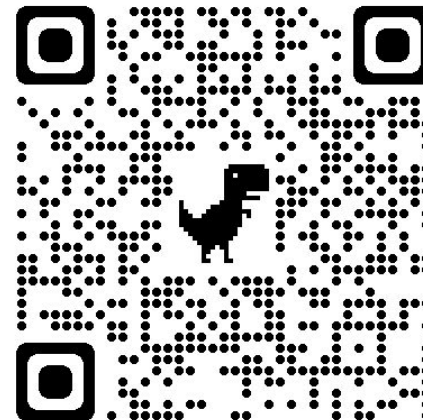
[Special Education Services](#)

[Special Education Citizens Advisory Committee](#)

[Parent Resources](#)

Parent Workshops:

Coming Soon





Special Education Parent Resources

Parent/Guardian Guides to IEP Meeting

A Parents'/Guardians' Guide to an Individualized Education Program (IEP) Development/Review Team Meeting	
Step 1	<p>Introductions and Purpose(s) of the Meeting:</p> <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	<p>Development of the IEP:</p> <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	<p>Summary of IEP Team Decisions/Prior Written Notice</p> <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.



ROCKVILLE



MARYLAND STATE Department of Education

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



DREAM BIG!

STEP UP FOR
DOWN SYNDROME
CELEBRATION & WALK

OCTOBER 15, 2022

HADLEY'S PARK★POTOMAC, MD

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential



Parent Networking Breakout Rooms

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