



Family Institute Session: “Overview of Special Education” December 14, 2023

**Facilitated by:
Dr. Sheila Jackson, Director
Department of Family and Community Partnerships**



SERVICIOS DE INTERPRETACIÓN INTERPRETING SERVICES



Tonight's Simultaneous Interpreters: / Intérpretes simultánea de esta noche:

*Iliana Stivason- iliana.stivason@pgcps.org

*Maritza Merida - maritza.merida@pgcps.org

On a computer-- At the bottom of the screen will be an interpretation globe. Click that globe and then select *Spanish*.

En una computadora-- En la parte baja de la pantalla habrá un globo de interpretación. Haga clic en ese globo y seleccione "Spanish."



On a mobile device-- At the bottom of the screen, tap the ellipses icon on the bottom right (...).

- Tap *Language Interpretation*.
- Tap *Spanish*.

En un dispositivo móvil-- En la parte baja de la pantalla, toca el icono de elipses en la parte baja derecha (...).

- Toque *Language Interpretation*.
- Toque *Spanish*.

Simultaneous interpretation is available in Spanish.

La interpretación simultánea está disponible en español.

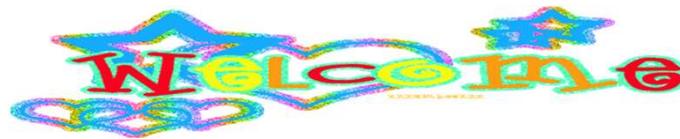
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Who is Here This Evening?

Please complete our Secure Attendance Roster Process: <https://forms.gle/fp5UEe3w5cwF9AFB7>

- If you cannot access the form, please use the chatbox and tell us: Date of this session; your name; school affiliation; and role





SESSION NORMS

Please:

- **Sign in on our Secure Attendance Form:**
<https://forms.gle/fp5UEe3w5cwF9AFB7>
- **Cameras on and microphones off.**
- **Participate freely.**
- **Assume positive intentions.**
- **Speak and listen with respect.**
- **Share succinctly.**

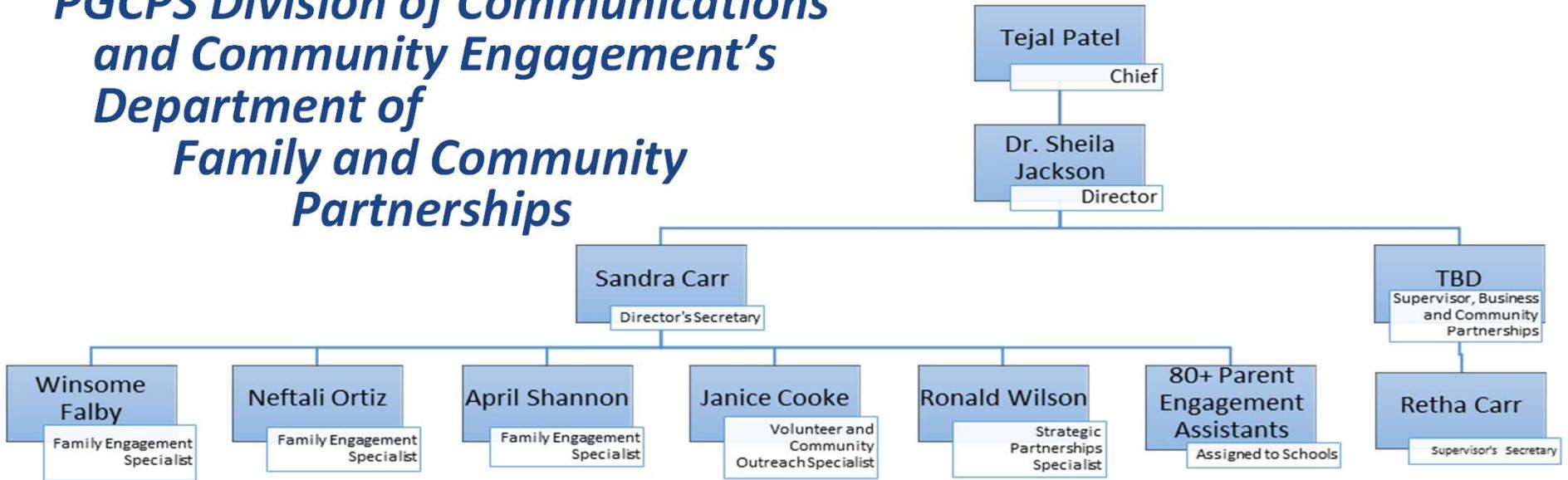




Meet the DFACP Team

Who are we?

*PGCPS Division of Communications
and Community Engagement's
Department of
Family and Community
Partnerships*





WHY This Family Institute Session?

**...It's About Building “Dual Capacity”
to Ensure Successful Outcomes for
ALL of Our Children**





AGENDA

- 6:00 - 6:05 Welcome, Introductions & Check-In
- 6:05 - 6:50 Presentation:
Overview of Special Education
- 6:50 - 6:57 Open Discussion, Q&A, Opportunities for Feedback
- 6:57 - 7:00 Meeting Evaluation and Closure



Tonight's Presenter

Yvette Young, LCSW-C

Social Worker - Family Support Center

301-431- 5675 x41037 or 301-618-8355

Department of Special Education

John Carroll

1400 Nalley Terrace

Landover, MD 20785



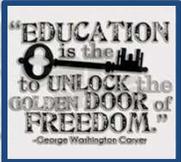
Overview of the Individualized Education Program (IEP) Department of Special Education

Prince George's County Board of Education

The Department of Special Education would like to acknowledge and thank the Prince George's County Board of Education for their commitment to providing a great education that empowers all students and contributes to thriving communities.

*Thank
you!*





The Family Support Center

We are here to help you!

- [Mission](#)
- [Resources](#)
- [Workshops/Calendar](#)
- [Consultations](#)



Angela



Najuma



Yvette



Marsie



Beth

Special Education and the IEP Process



What is Special Education?

Special Education is a service not a place. Special Education provides all eligible children with disabilities a Free and Appropriate Public Education (FAPE) that is designed to meet their unique needs and to prepare them for post-secondary outcomes and independent living.





Brief History of Special Education Federal Laws

- Education for All Handicapped Children Act - 1975
- Education of Handicapped Act Amendment - 1986
- Americans With Disabilities Act - 1990
- Individuals With Disabilities Education Act (IDEA) - 1990
- The Individuals with Disabilities Education Act Amendments - 1997
- The Individuals with Disabilities Education Improvement Act (IDEAI) - 2004

Source: http://olms.cte.jhu.edu/olms2/data/ck/sites/271/files/Parents_Reaching_Out.pdf



The Law



Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

U.S. Department of Education:

<https://sites.ed.gov/idea/about-idea/#:~:text=The%20Individuals%20with%20Disabilities%20Education,related%20services%20to%20those%20children.>



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The Law



Individuals with Disabilities Education Act (IDEA) Amendments - 1997

- Mediation
- General Education Teachers Are A Part of the IEP Team
- Students With Disabilities Take State Tests
- Behavior Management Plans
- Continued Services Even If Expelled



The Law



The Individuals with Disabilities Education Improvement Act (IDEIA) - 2004

- Higher Teacher Standards for Licences/Certification
- Increased Funding to Early Intervention Services
- Use of Response to Intervention (RTI)



We Know That ...

- Parent involvement leads to positive benefits for students, parents, and schools, including **improved academic performance and improved parent-teacher relationships**. Students whose parents were involved in school during their elementary years experienced **lower rates of high school dropout**, were **more likely to complete high school on time**, and had **higher grades** (Barnard, 2004).

Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and youth services review*, 26(1), 39-62.



Suspected Disability



The Referral Process

- a preschool teacher noticed that your child has a speech delay
- your child is consistently listed as being below grade level in reading and/or math
- your doctor noticed a developmental delay
- you noticed your child struggling with homework
- your child was born with a disability or special healthcare need
- your child has challenging behaviors that impact learning
- your child is transitioning or has transitioned from your local Infants and Toddlers program



Who Decides if Your Child Needs Special Education?

All decisions about special education are made through the IEP Team process.

IEP stands for Individualized Education Program

IFSP stands for Individualized Family Services Plan (Birth - 3)



The IEP Team Includes



- The parent, guardian, or surrogate
- Not less than one special education teacher
- Not less than one general education teacher
- A representative of the local school or local school system
- An individual who can interpret evaluation results
- Other individuals, at the discretion of the parent or local school system, who have knowledge or expertise
- The student, if appropriate



Evaluation Process

- To determine eligibility for Special Education services, Special Education laws require the child to have an initial evaluation.
- An evaluation is a careful look at a child's abilities, strengths and weaknesses, by a team including the child's parents, of teachers and specialists. An evaluation is based on a review of assessment data, information from parents, observations by teacher, and classroom-based, local and State assessments, to determine whether a child has a disability and requires special education instruction and related services.



Additionally...

- **Free Evaluation**
 - Any assessments/evaluations must be provided at no cost to you.
- **Independent Evaluation**
 - If you disagree with an evaluation obtained by the school system, you have the right to request an evaluation at public expense by someone who does not work for the school system. If you do so, the school system must either provide the Independent Education Evaluation or request a due process hearing to defend its evaluation.

*****included in your parental rights document.**



The Parent's Role In Evaluations

- Talk to anyone who interacts frequently with your child
- Be candid, factual and express ALL of your concerns (you are the home specialist)
- Review your child's learning style
- Observe their ability to complete tasks etc.
- Review developmental milestones with healthcare provider



The Role of Educators and School Specialists

- A team of teachers and specialists will collect information about your child.
- Information is collected through:
 - Parental Input
 - Assessment Tools
 - Class work
 - Standardized testing
 - Responded to tiered instructional approaches
 - Teacher observation
 - Medical Information
 - Classroom Observations



What rights do YOU have at the Evaluation Stage?

Consent

Before your child may be evaluated by the school system, the parent/guardian must agree in writing.

Timelines

- An IEP team must meet within 30 days from a request from a evaluation.
- An IEP team must complete an initial evaluation of a student within 60 days of parental consent for assessments; and within 90 days of receiving a written referral.



Consent

- Parents **MUST AGREE IN WRITING** in order for special education services to begin.
- If a parent or guardian does not consent to the initiation of services, then no services will be provided, and the local school system may not take the parent to a due process hearing.
- This is the one and only time that a signature on an IEP is required to initiate services.
- Parents may also revoke special education services in writing at any time.



Eligibility

- A child becomes eligible for special education when the IEP team identifies the child as having a disability **and** in need of specialized instruction. The disability must have educational impact.
- Students from age 3 to age 21 are eligible to receive special education, and must be evaluated and determined eligible based upon one of the following categories:



Disability Categories

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional Disability
- Hearing Impairment, Including Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment*
- Specific Learning Disability
- Speech of Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including blindness)

*ADHD can fall under this category, but is not a stand alone disability code



The Individualized Education Program

- It is the written, individualized plan that supports and directs your child's education through a team driven process
- It is a written document that outlines the “who” “what” “when” “why” “where” and “how” of instruction and related services that are provided for students with disabilities
- Ask for a draft copy of the IEP to prepare for your child's IEP team meeting, if one has been prepared

*School teams should have the draft available 5 days prior to the date of the IEP meeting



Preparing for the IEP Meeting



The IEP Meeting



- This meeting is very important. You, the school staff, and any other parties attending the meeting will review and discuss information about your child to plan the IEP.
- It provides an excellent opportunity to ask questions and share important insights about your child, whom you know better than anyone else does.
- The school needs to know what your child is like at home and in the community, as well as what your child's interests and activities are.



Before the IEP Meeting

- Prepare a list of your child's strengths
- Find out who will be present at the meeting
- Gather information on student progress
- Organize your thoughts, questions, and concerns
- Read and review your Procedural Safeguards (these are your parents' rights)
- Inform the Team of any intended guest attendees
- Inform the Team if you want the meeting recorded



Parental Input

Be prepared to discuss:

- What's important to you for your child to work on?
- What progress or lack of progress have you noticed?
- What concerns do you have?
- How you think the school can help?



We are here to help you!



Engaging Families



What We Do

We help families:

- learn information about their child's disability.
- increase their awareness of community services.
- resolve concerns that they have related to their child's IEP.
- connect with resources and agencies that they may need to make informed decisions regarding their child's education.
- develop relationships with community partners that have resources to assist the family.



How Do We Do It?



- Workshops
- Support groups
- Consultations
- Attendance at IEP Meetings
- Community outreach
- Conferences and Resource Fairs
- Newsletter
- Resource and Information Dissemination



Here's How We Did- SY 2023-2024



Family Contacts: 298



Number of Workshops/Activities: 106



Number of School Contact: 106



Attended IEP Meetings: 53



Number of Conferences/Fairs: 3



Resolving Disagreements

- IEP Team
- The Family Support Center
- Special Education/Non-Public Instructional Specialist
- Compliance Specialist
- Mediation
- State Complaint
- Due Process

[Maryland Procedural Safeguards](#)
[Maryland Parental Rights Guide](#) -
NEW!!!
[Resolving Disagreements Flyer](#)



Upcoming Events

Behavior Changes Support Group

Thursday, January 25, 2024



IEP Backpack Series

Thursday, January 11, 2024

February 8, 2024



Save the Dates

- **Parent Empowerment Conference** - March 16 - April 20, 2024
- **2nd Annual Autism Summit** - April 20, 2024
- **Maryland Special Education Parent Survey** - February 2024



Resources

- Family Support Services – Family Support Network, Preschool Partners, Partners for Success Centers 1-800-535-0182
www.marylandpublicschools.org
- Parents Place of Maryland - info@ppmd.org 410-768-9100
- SECAC-PG - <http://www.secacpg.org/>
- The Arc of PG - <http://www.thearcofpgc.org/>
- The Family Support Center-301-431-5675



Special Education Parent Survey



**Please Complete
the Maryland
Special Education
Parent Involvement
Survey**

Your opinion matters!

Coming in February!

Start Now.

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE



Contact Us!

- Karen Andrews, Director of Special Education
- Beth Hayre, Instructional Specialist
- Marsie Torchon, Program Coordinator-ESY/Family Engagement
- Yvette Young, Social Worker
- Angela Salmeron Hernandez, Bilingual Parent Liaison

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(301) 431-5675

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QUESTIONS?



Contact information:

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Department of Family and Community Partnerships

Family Institute

301-618-7356

Website www.pgcps.org/familyandcommunity



SESSION CLOSURE

Thank you for your participation in our session. As a data-driven office, your input and feedback are invaluable for helping us improve our services! Please complete this session feedback and evaluation form:

<https://forms.gle/fQrkjsUUGQQmBGqFA>

Please enjoy the rest of your evening and the while reflecting upon what we all must continuously do *in the best interests of all children!!*



RELATIONSHIPS

“Nothing is more important to the success of children than the quality of **relationships** between and among students, educators and parents.”

-Dr. James P. Comer, 1970



Hope to See You Next Time!!

Next sessions:

- 1/9/2024 Testing Updates from Dr. Jaime Bowers

Please have an enjoyable and rejuvenating Winter Break while thoughtfully Celebrating

Family traditions!!





Happy Winter Break!!

Please be safe and have a Happy Winter Break and Joyous Holiday Season!

See you in the NEW YEAR 2024!!

