

SECAC-PG Meeting  
17 November 2015

Pam Talley  
Sarah Wayland  
Ellen O'Neill (ASDEC)  
Liz Burley  
Kristi Hammett  
Joan Rothgeb  
Meg Dillman  
Cynthia Fernandez  
Michelle Overton

Jamie & Shelby  
Donzell Robinson  
William Sampson  
Carolyn Tucker  
Terry Hampton  
Alicia Montgomery  
Joi Moorner  
Nwadinma Ojuwuke

**Joan Rothgeb gave an update on the state of Special Education.** The role of the central office is to support schools. Lots of specialists who can help PGCPs staff figure out how to support through training, development, consultations, etc.

National Education Week presentation. (NPR story on teachers) 1 in 10 teachers quit in the first year. DBOLSON Dark Vortex of L\_\_\_ September, October and November. Papers to grade, observations, paperwork, etc. Veteran teachers serve as a mentor. Steady thoughtful feedback required. Car crying is important.

PGCPs investing in mentors and coaches. Fewer vacancies in staffing for Special Education than Joan has seen in the last 5 years, so fewer substitutes.

Behavior Intervention and Crisis support training will be offered

- 1) 5:30 – 7:30 - Feb 18<sup>th</sup> Room 1 at John Carroll ES
- 2) 5:30 – 7:30 – Mar 17<sup>th</sup> Room 2 at John Carroll ES
- 3) 5:30 – 7:30 – April 21<sup>st</sup> Room 2 at John Carroll ES

### **Ellen O'Neill**

“It’s always easier when you have a label or know what to call something.” Decoding Dyslexia task force wants everyone to know that schools can use the term dyslexia, dyscalculia, dysgraphia. This will help parents educate themselves and learn to be more effective advocates for themselves. Can find resources like Dyslexic Advantage, International Dyslexia Association, etc.

Can ask for evidence-based interventions. Hold schools accountable for their children’s progress.

Governor has a task force on Dyslexia. Consensus is that we need to improve pre-service training for teachers on evidence-based teaching practices for dyslexia. Nancy Grasmick (former Superintendent of Maryland Public Schools) agrees!

Governor's Task Force on Dyslexia last session is on December 3<sup>rd</sup> from 10-1 under Education, Health and Environment Committee. Working hard to come up with ways to better educate teachers about how to identify and work with kids who have dyslexia. Testimony from parents, teachers, administrators.

If planning to testify, send info to Carmen Brown ([Carmen.brown1@maryland.gov](mailto:Carmen.brown1@maryland.gov) - 410-767-7197). If cannot come to testify, submit written testimony to Carmen Brown as well.

Parent asked for help with daughter who has Down Syndrome, but daughter has reading disorder. Request IEP meeting and look at progress and get testing done to assess. Request help from Special Education Instructional Specialist.

Feedback from last meeting

- Prefer a variety of topics to be presented at each meeting.
- Plan to visit Parent Support Center
- Want more info on RDI (Parent Coaching - Relationship Development Intervention for kids who struggle with social emotional development)
- Too little time to go into topics in depth

### **Independent Facilitated IEP Service Donzell Robinson**

Key Bridge Foundation – founded because of ADA. In 1993, US Government gave grants for mediation services for Title 2 (public) and Title 3 (private) programs. Does mediation mean you are negotiating your rights away under ADA. Focus is on developing relationships, with focus on the outcome.

Since 1994. provided services for Community Conferencing (Restorative Justice) Program, three years ago asked to help with public school mediations.

Key Bridge Foundation can mediate ALL kinds of disputes in PGCPs.

State of Maryland started Independent IEP Facilitation to move independent facilitators into the IEP process. NOT state employees – these folks are independent. Special Education supports the process.

Usually first invited by the parents, but then school invites the facilitators because the meetings go so much more smoothly.

Steps:

- 1) Call all parties (parents & school) to set up the agenda using plain language so everyone knows their issues will be addressed.
- 2) Makes sure that everyone feels heard.
- 3) Role is not to run the meeting, role is to support the parties so that they are communicating.

Give 10 days notice to get someone there.  
Mediators have 50 hours mediation training, then 3 day MSDE training.  
Services are all free of charge, paid for by MSDE.

Parents can also request training for training (2 hour – 2 day training) on conflict resolution. Handled through Community Mediation Maryland. Available for free to anyone who is involved with IEP process.

(Parent requested support for childcare during training.)

Also do training in community around bullying, school violence, and punishment.

Last year, all communications had to through Conflict Resolution Center of Montgomery County, and it was hard to staff the meetings because referrals came over at the last minute. Starting this summer, Key Bridge Foundation took over entire process so are able to staff many more meetings.

Parent asked about how follow-up and follow-through is handled. Bring up when developing agenda. Ask school how they will handle it.

Not just a service when there's a conflict. Works for any meeting you are having with the IEP team.

Can provide information to parents about places to get resources.

**Mary Bell**  
**Coordinating Supervisor Department of Special Education**  
**Navigating PGCPS UPDATE! 2015 - 2016**

- 1) Start in the schoolhouse!
  - i. Always begin with the teacher! (That you are having difficulties with.)
  - ii. Case manager
  - iii. Special Education Chairperson
  - iv. Principal
- 2) Family Support Center (used to be Partners for Success Parent Center) (for families of students with disabilities) – 301-431-5675 – 8908 Riggs Road, Suite 229, Adelphi, MD 20783. (Website TBD) 7:30a – 4pm.
- 3) Central Special Education Office after exhausted schoolhouse and Family Support Center.
- 4) Contact Assigned Instructional Director for the School (their name can be found under each school on the school web page – these are central office personnel.)
  - a. Will put you in touch with the Special Education Instructional Specialist (SEIS) who will assist with the concern.
  - b. Direct you to school office who can help.
  - c. Track your concern and its resolution.
  - d. Refer back to the school.

- 5) Coordinating Supervisor
  - a. Diane Bonanni – 301-808-2722
  - b. Instructional K-12 – Wanda Rankin – 301-702-2890
  - c. Support Services – Scott Geist
  - d. Regional and CRI Programs – Karen Andrews – 301-431-7530
  - e. Nonpublic Schools and Autism – Mary Bell – 301-618-8351
- 6) Call Director of Special Education Joan Rothgeb - 301-618-8300
- 7) Office of Constituent Services (under family support) – serves all families in PGCPs – [ocs@pgcps.org](mailto:ocs@pgcps.org) - 301-618-7356
  - a. Direct to the correct office to answer the concern
  - b. Track concern to resolution
  - c. Assist if you have further concerns.
- 8) Can always contact the Special Education Compliance Office 301-702-2890 or community mediator Keybridge Donzell Robinson 240-770-0401.

If at a nonpublic:

- 1) Start in the schoolhouse!
  - Always begin with the teacher! (That you are having difficulties with.)
  - Special Education Chairperson
- 2) Case manager (LEA Representative)
- 3) Nonpublic Supervisor Office - Belinda Gantt 301-618-8362
- 4) Nonpublic Schools and Autism – Mary Bell – 301-618-8351
- 5) Call Director of Special Education Joan Rothgeb - 301-618-8300
- 6) Office of Constituent Services (under family support) – serves all families in PGCPs – [ocs@pgcps.org](mailto:ocs@pgcps.org) - 301-618-7356
- 7) Special Education Compliance Office 301-702-2890 or community mediator Keybridge Donzell Robinson 240-770-0401.

<http://www1.pgcps.org/specialeducation/> (undergoing complete overhaul, so stay tuned!)

Right to a response within 48 hours (in their contract). Ask school secretary if they are out.

Parent suggested that this information be provided to every special education chair so they can hand it out to all parents.

Next meeting January 26<sup>th</sup> at The Arc of Prince on Transitions (from Early Childhood, Elementary, Middle, High School, to post)