



PGCPS

Navigating PGCPS For Student Success

Department of Special Education

September 24, 2019



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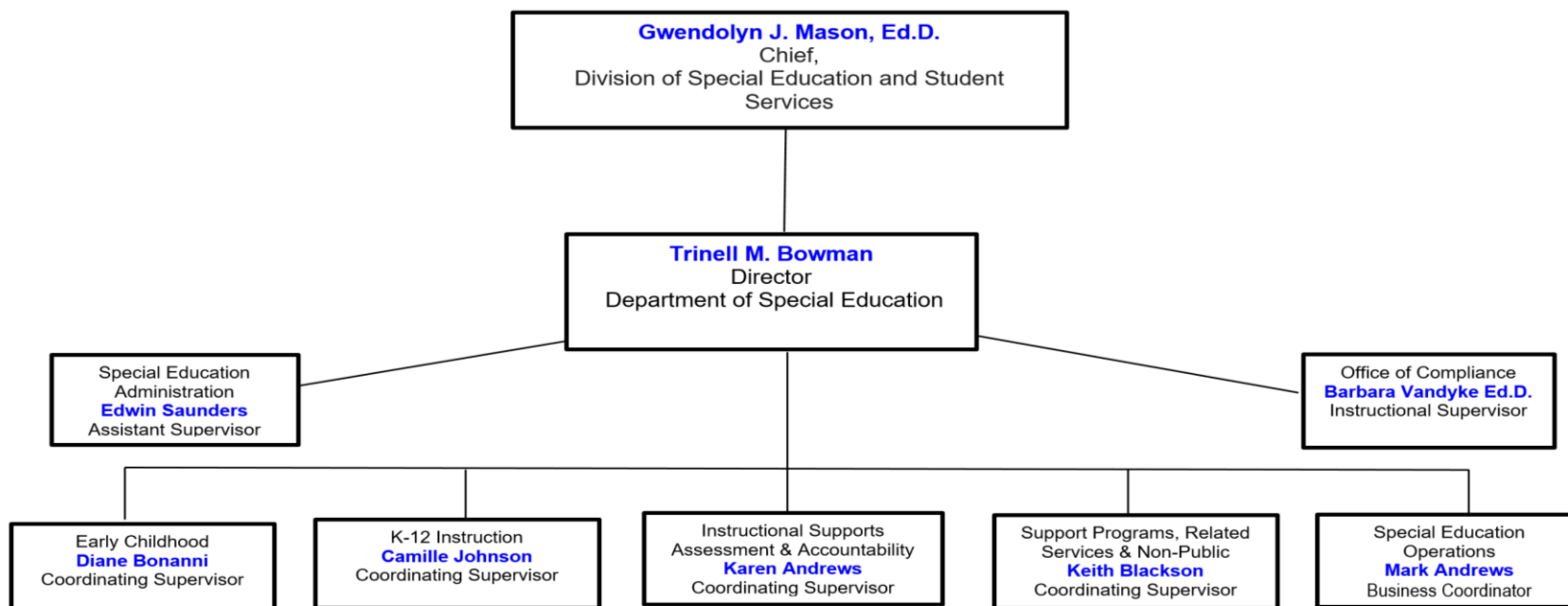
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Department of Special Education

The Department of Special Education is part of the Division of Special Education and Student Services. The Department is committed to building a collaborative infrastructure in order to provide a continuum of services and specially designed instruction for students with disabilities as we work collaboratively with principals, educators and families to improve educational outcomes for our students.

Department of Special Education Organization Chart



Strategic Plan 2019-2023

GOAL 1: Enhance educational opportunities within the school and community environments for students with disabilities.

Strategy: Provide quality programming through the continuum of services with an emphasis on instruction, relevance and rigor.

GOAL 2: All students with disabilities will receive a free appropriate public education through an established system of general supervision and accountability.


Strategy: Ensure that the unique needs of students with disabilities are addressed through specially designed instruction in order to access the general education curriculum and make academic gains in the least restrictive environment.

GOAL 3: Expand opportunities for students with disabilities to be successful in college, career and community pathways.

Strategy: Strengthen the quality of instructional design in literacy throughout the continuum of programs and services.



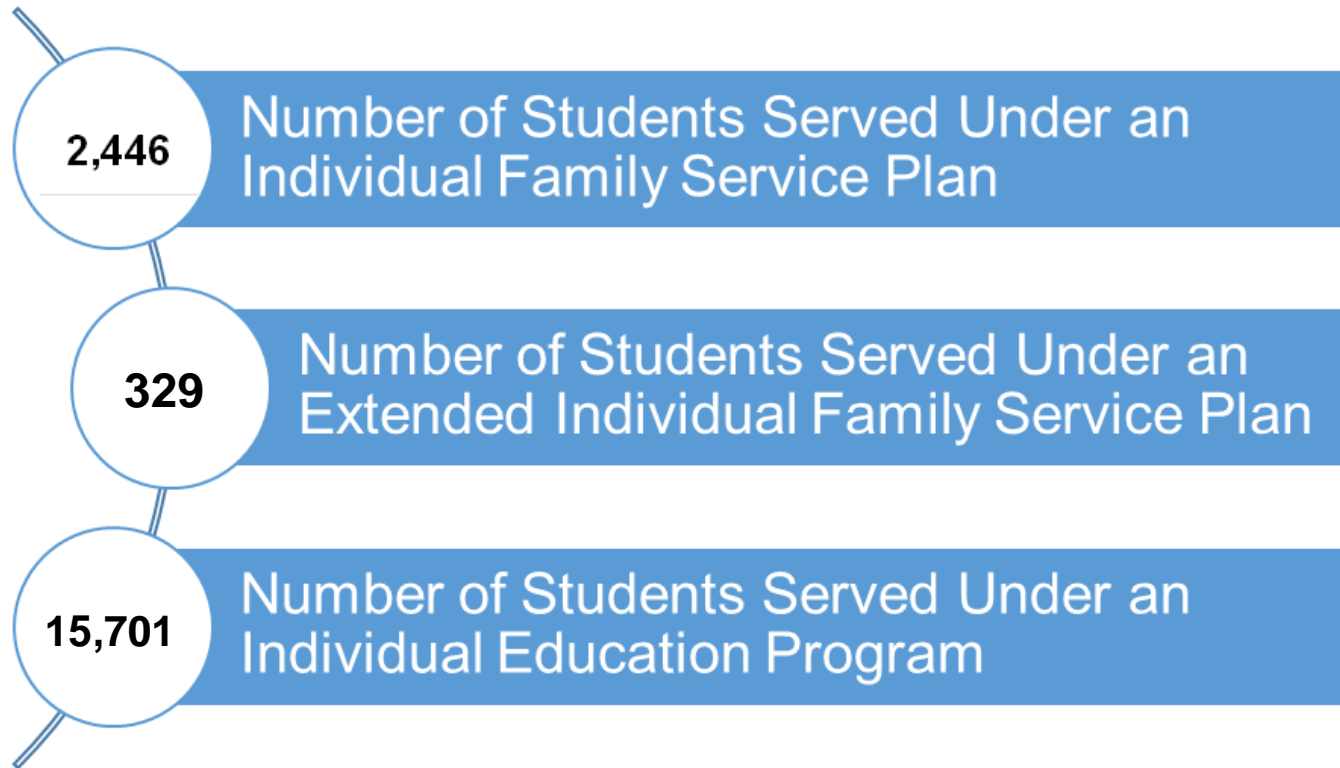
Prince George's County Public Schools



Department of
Special Education
Strategic Plan
2019-2023 August 31, 2019

**Plan to be released
this fall!**

Total Children/Students with Disabilities Receiving Early Intervention and Special Education/Related Services in PGCPS, Birth–21*



***As of September 30, 2018**



\$10 Million Dollars Special Education Kirwan Commission Funding

Assistive Technology - \$ 1.66 million

Symbol Stix (Assistive Technology) Software for ECC, Regional and CRI program

Purchase additional Communication Toolkits for Students with Significant Cognitive Disabilities

Create a hearing aids bank for students (hearing aids; The Department needs 50)

Electronic Magnification Devices for Students 20 @ 3,000

Assistive Technology equipment/software/materials

Related Services - \$ 850,000

Teletherapy (Speech) RFP Contract

Purchase related services tracker to ensure the provision of related services are provided

Academic Vocabulary Acquisition Lessons and software for collecting data; 150 SLPs; iPad

\$10 Million Dollars Special Education Kirwan Commission Funding

Professional Staff Development - \$ 2.8 million

Provide a 1/2 day professional learning per diem for 2,250 middle and high school general educators (reading/mathematics) and special educators on targeted special education topics

Provide 1/2 day professional learning per diem for 5,000 elementary general and special educators on targeted special education topics

Substitute pay for 1,553 special educators for five planning days for special education teachers for school year 2019-2020

Curriculum writing workshop (reading/science) for alternate framework curriculum

Programs for webinars, technology, webcasts, Adobe Pro

Classroom materials for in-house job simulation materials for job exploration



\$10 Million Dollars Special Education Kirwan Commission Funding

Monitoring and General Supervision \$ 147,488

2nd Assignment IEP monitors for auditing 750 IEPs

Autism Program - \$ 320,000

Classroom Materials for 8 elementary autism program sensory rooms

Evidence-Based Interventions - \$ 3.85 million

Evidence based interventions and instructional supports in reading and mathematics

Equals mathematics curriculum resource materials for students with significant cognitive disabilities

Rethink Ed and Rethink SEL curriculum and behavior resources for ED Transition, CIRT schools and autism programs

Summer Learning Academy Program

ESY classroom Instructional materials

10 Million Dollars Special Education Kirwan Commission Funding

Family Support Center - \$ 210,000

Family Support Center/Project SEARCH IPad

Family Support Center staff development supplies

Printing Family Support Center Resources and Materials

Printing SECAC Resource Materials and Packets

Office of Translation and Interpretation - \$180,000

Translations of IEPs in Spanish or French for the 2019-2020 School Year



\$10 Million Dollars Special Education Kirwan Commission Funding

Student Services - Supporting 504(s) - \$ 104,500

Section 504 Office staff participation in professional development opportunities in order to remain abreast of current Section 504 practices, processes and case law

Section 504 Office staff participation in professional development opportunities in order to remain abreast of current Section 504 practices, processes and case law

Custom Section 504 online workshops for LRP Publications online

Supplies for systemic training and Professional Learning Opportunities hosted by the Office of 504 Services

Funds for expansion and enhancement of Section 504 database

Scheduled on-site 504 reviews will be conducted in the fall and spring to observe 504 plan implementation. A team of 5 temporary/hourly paid staff will assist in this effort over a 10-day period each observation season.

Section 504 Office staff participation in professional development opportunities in order to remain abreast of current Section 504 practices, processes and case law

Books/Resource Guides/Manuals for Section 504 Office staff, 504 Case Managers, School Administrators

Review Who to Call Contact List





PGCPS

The Family Support Center

September 24, 2019

Family Support Center/ Dept. of Special Education

We are Here to help You!



- To provide information about disabilities
- To increase awareness of community services
- To assist families in resolving concerns
- To connect families with resources they may need to make informed decisions regarding their child's education
- To strengthen collaborative relationships with community partners



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Department of Special Education Mission

The mission of the Department of Special Education is:

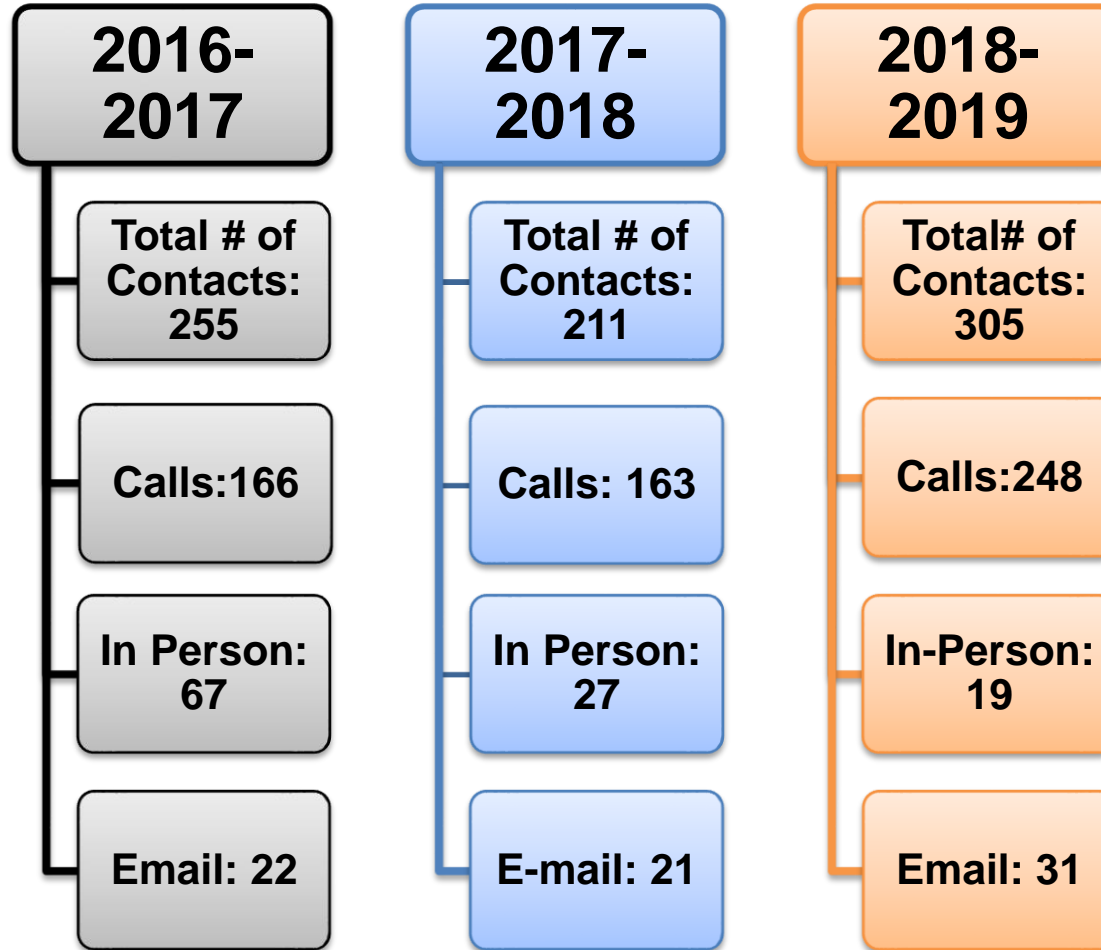
- to provide specially-designed instruction and related services through a continuum of services to children and students with disabilities from birth to age 21;
- to ensure that the rights of students with disabilities are protected and that federal and State regulatory requirements are met; and
- to provide resources to parents, guardians, and families of children and students with disabilities.



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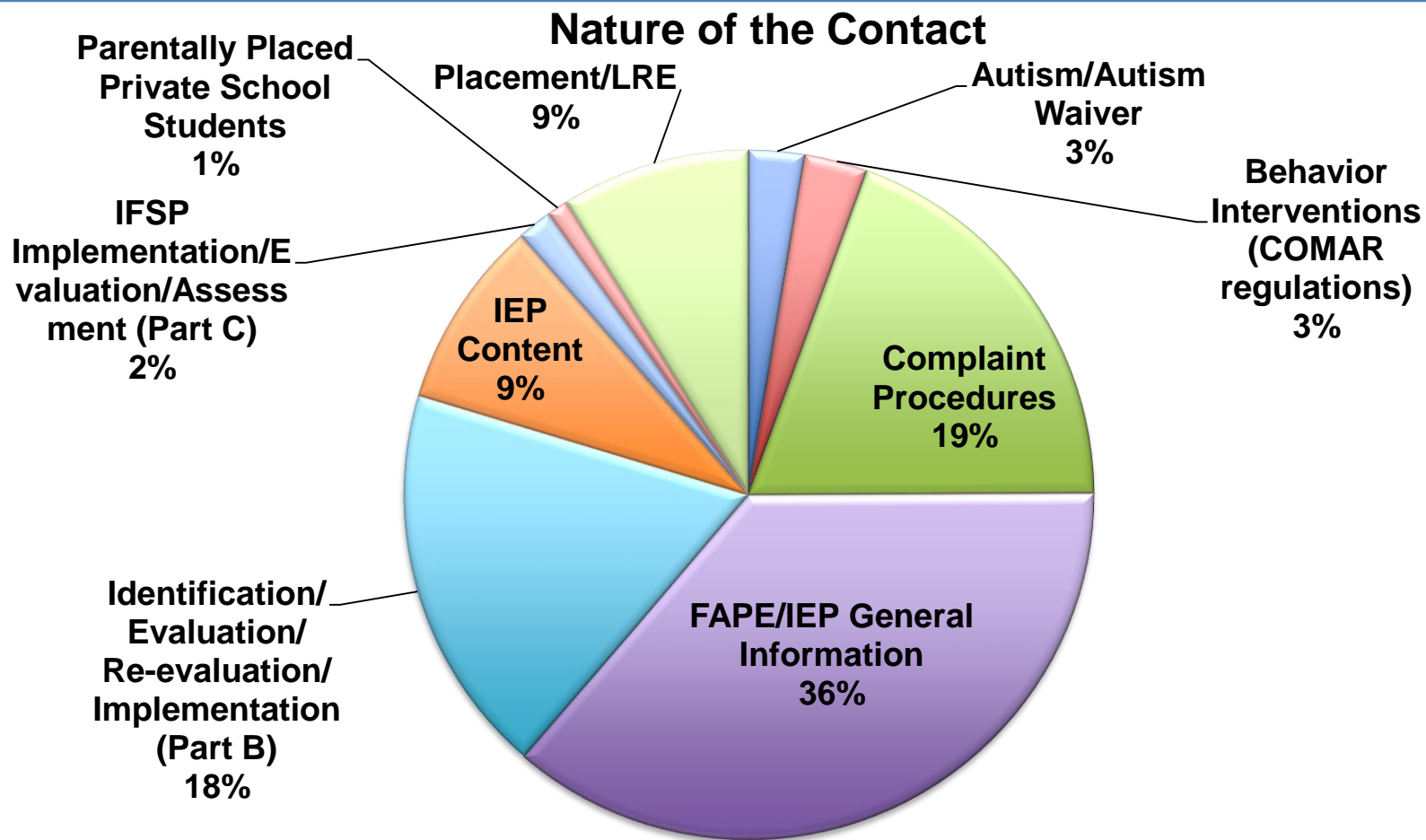
Family Support Center (FSC) Data

Outreach and Support to Families





FSC 2018-2019 SY



Maryland Parent Involvement Survey



PARENTS:

Please Take 5 Minutes to Complete
the Maryland Special Education
Parent Involvement Survey

THE SURVEY WINDOW FOR THIS YEAR IS:

As the parent or guardian of a child receiving special education services in Prince George's County, you should have received a copy of the Maryland Special Education Parent Involvement Survey in the mail. By completing the survey, you can tell us how your child's school partners with you. Your feedback will help guide efforts to improve special education and related services in our school district. **Your opinion matters! We want to hear from you.**

OPTION 1

Complete the hard copy survey that was recently sent to you and return it in the postage-paid envelope by (**see date above**).

OPTION 2

Complete the survey online at www.mdparentsurvey.com.

QUESTIONS?

Please contact the **Family Support Center**, at **301-431-5675** or **jhflc.familysupport@PGCPS.org**. If you would like another copy of the paper survey, please contact **MSDE at 1-800-287-1581**.

Parent Survey Data Results 2018/2019

Met State Target
72%

Approaching Target

Significant Growth

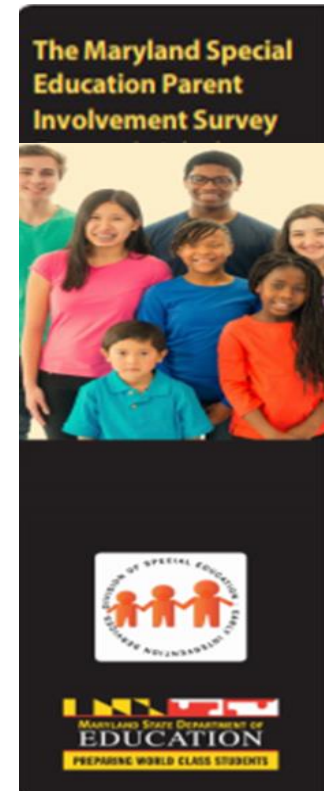
Area for Improvement

School-Age Survey Question	% of Respondents Agreeing with this Statement		Criterion Met?*
	2018	2019	
Q1 I am considered an equal partner with teachers and other professionals in planning my child's program.	72%	76%	Met
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	65%	68%	Not Met
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	67%	69%	Not Met
Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.	65%	66%	Not Met
Q5 All of my concerns and recommendations were documented on the IEP.	69%	71%	Not Met
Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.	65%	65%	Not Met
Q7 I was given information about organizations that offer support for parents of students with disabilities.	61%	64%	Not Met
Q8 I am comfortable asking questions and expressing concerns to school staff.	75%	77%	Met
Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.	70%	72%	Met
Q10 Written information I receive is written in words I understand.	75%	78%	Met
Q11 I was given information about the curriculum and materials used with my child.	64%	67%	Not Met
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	65%	67%	Not Met
Q13 Teachers and administrators seek out parent input.	64%	67%	Not Met
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	65%	68%	Not Met
Q15 Teachers and administrators expect parents to participate in decision making.	69%	71%	Not Met
Q16 Teachers and administrators set a climate for acceptance of diversity.	68%	70%	Not Met
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	70%	72%	Met
Q18 Teachers and administrators value my ideas and input.	69%	70%	Not Met
Q19 Teachers and administrators ensure that students with disabilities have the same opportunities to learn and participate in school programs as students without disabilities (e.g., academics, fundraising events, sports, etc.).	70%	71%	Not Met
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	69%	71%	Not Met
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	66%	69%	Not Met
Q22 The school and/or school system offers me training about special education issues.	55%	55%	Not Met
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	57%	62%	Not Met
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	60%	63%	Not Met

*For the Preschool Survey, a criterion is met if the % of respondents agreeing with a response is 85% or more, for the School Aged Survey, a criterion is met if the % of respondents agreeing with a response is 72% or more.

Ways that You Can Help

How can you help
to spread the
word about the
*Maryland Parent
Involvement
Survey?*





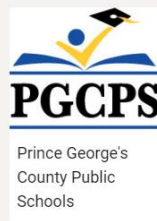
PGCPS

What's Happening at the FSC

- **Introductory Packet for New Families** (Quarterly)
- **Support Group - Challenging Behaviors** (October- June)
- **Video Modules** (Ongoing)
 - ✓What is the Family Support Center?
 - ✓What is SECAC?
 - ✓What is the Bilingual Assessment Team?
 - ✓Psychological Services
 - ✓The Maryland Parent Survey
- **Fall and Spring Conferences** (October 19, 2019 & March 21, 2020)
Family Institute Conference “ABCs of IEPs” (November 2, 2019)
- **Workshops VIA Zoom** (October - June)
 - ✓Preparing for a Successful IEP
 - ✓The IEP Process- *Monthly*

<https://sites.google.com/a/pgcps.org/partners-for-success-newsletter/home>

Family Support Center E-Newsletter



WELCOME BACK TO An Exciting New School Year

We are very happy to support your family this year. It is our hope that you find the information that we provide in this newsletter helpful. If there is additional information that you need on the special education process, please don't hesitate to contact us. We are here to help you!

PROVIDING RESOURCES AND SUPPORT FOR FAMILIES OF STUDENTS WITH DISABILITIES

MISSION

Family Support
Center

Family Support Center
E-Newsletter

Become a Volunteer
Parent Surrogate
Today!

Handy Handouts

Building Self-Efficacy

Community and
Online Resources

ESY FACT SHEET

Frequently Used
Special Education
Acronyms and
Definitions

Helpful Documents

Managing
Challenging
Behaviors

Meet the Staff of
Your Partners for
Success Parent
Center

Phone Numbers at
Your Finger Tips

Resource Page

Parent Workshops and
Events

Announcements and
Upcoming Events



Fall Conference

NEW!



SPONSORED BY:

PGCPS Division of Special Education and Student Services

The Family Support Center

In Partnership with:

PGCPS ESSA and Title I Department

PGCPS Department of Family and Community Partnerships

PGCPS Office of Language Access and Engagement



One World Center for Autism, Inc.
Linking those living with autism to their world



To register for this event,
please sign up here:

<https://app.etapestry.com/vault/PathfindersforAutism/default/item.php?ref=843.0.1188470811>

SPECIAL EDUCATION PARENT EMPOWERMENT CONFERENCE

PLEASE JOIN US ON

OCTOBER 19, 2019

8:00 A.M. TO 12:00 P.M.

JOHN CARROLL BUILDING

1400 NALLEY TERRACE

LANDOVER, MD 20785

KEYNOTE:

Dr. Joyce Cooper-Kahn co-author of the book:
Late, lost, and unprepared: A Parents' Guide to helping Children with Executive Functioning

Breakout Sessions:

Reading Strategies for Students Disabilities ~ Autism 101~ How to access eBooks from home and beyond! ~ Ask a Specialist* ~ FBA/BIPs ~ Ask a School Psychologist * ~ Special Sessions for Families of Children in our DHOH programs and other topics.

For additional information contact us at:

(301) 431-5675 or by email
at: familysupportjhflc@pgcps.org

A continental breakfast will be served.

SAVE THE DATE



Contact Us

- Karen Andrews, Coordinating Supervisor
- Beth H. Diaite, Instructional Specialist
- Martha “Marsie” Torchon, ESY/Family Engagement Program Coordinator
- Cohinta Velarde, Family Outreach Liaison

Location: John Carroll Building
1400 Nalley Terrace,
Landover, MD 20785

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E-mail: jhflc.familysupport@pgcps.org