Alvin Thornton, Ph.D., Chair  
Edward Burroughs III, Vice Chair, District 8  
David Murray, District 1  
Joshua M. Thomas, District 2  
Pamela Boozer-Strother, District 3  
Patricia Eubanks, District 4  
Raaheela Ahmed, District 5  
Belinda Queen, District 6  
K. Alexander Wallace, District 7  
Sonya Williams, District 9  
Sandra D. Shephard  
Curtis Valentine, M.P.P.  

Joshua Omolola, Student Board Member  
Monica Goldson, Ed.D., Secretary Treasurer and Chief Executive Officer
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

Gwendolyn J. Mason, Ed.D.
Chief,
Division of Special Education and Student Services

Trinell M. Bowman
Director
Department of Special Education

Special Education Administration
Edwin Saunders
Assistant Supervisor

Early Childhood
Diane Bonanni
Coordinating Supervisor

K-12 Instruction
Camille Johnson
Coordinating Supervisor

Instructional Supports
Assessment & Accountability
Karen Andrews
Coordinating Supervisor

Support Programs, Related Services & Non-Public
Keith Blackson
Coordinating Supervisor

Special Education Operations
Mark Andrews
Business Coordinator
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.

Plan to be released this fall!
Total Children/Students with Disabilities Receiving Early Intervention and Special Education/Related Services in PGCPS, Birth–21*

- **2,446** Number of Students Served Under an Individual Family Service Plan
- **329** Number of Students Served Under an Extended Individual Family Service Plan
- **15,701** Number of Students Served Under an Individual Education Program

*As of September 30, 2018
### Assistive Technology - $1.66 million

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol Stix (Assistive Technology) Software for ECC, Regional and CRI program</td>
<td>$1.66 million</td>
</tr>
<tr>
<td>Purchase additional Communication Toolkits for Students with Significant Cognitive Disabilities</td>
<td></td>
</tr>
<tr>
<td>Create a hearing aids bank for students (hearing aids; The Department needs 50)</td>
<td></td>
</tr>
<tr>
<td>Electronic Magnification Devices for Students 20 @ 3,000</td>
<td></td>
</tr>
<tr>
<td>Assistive Technology equipment/software/materials</td>
<td></td>
</tr>
</tbody>
</table>

### Related Services - $850,000

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teletherapy (Speech) RFP Contract</td>
<td>$850,000</td>
</tr>
<tr>
<td>Purchase related services tracker to ensure the provision of related services are provided</td>
<td></td>
</tr>
<tr>
<td>Academic Vocabulary Acquisition Lessons and software for collecting data; 150 SLPs; IPad</td>
<td></td>
</tr>
</tbody>
</table>
### Professional Staff Development - $2.8 million

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>Provide 1/2 day professional learning per diem for 5,000 elementary general and special educators on targeted special education topics</td>
</tr>
<tr>
<td>Substitute pay for 1,553 special educators for five planning days for special education teachers for school year 2019-2020</td>
</tr>
<tr>
<td>Curriculum writing workshop (reading/science) for alternate framework curriculum</td>
</tr>
<tr>
<td>Programs for webinars, technology, webcasts, Adobe Pro</td>
</tr>
<tr>
<td>Classroom materials for in-house job simulation materials for job exploration</td>
</tr>
</tbody>
</table>
## 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
### Family Support Center - $210,000

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Support Center/Project SEARCH IPad</td>
</tr>
<tr>
<td>Family Support Center staff development supplies</td>
</tr>
<tr>
<td>Printing Family Support Center Resources and Materials</td>
</tr>
<tr>
<td>Printing SECAC Resource Materials and Packets</td>
</tr>
</tbody>
</table>

### Office of Translation and Interpretation - $180,000

Translations of IEPs in Spanish or French for the 2019-2020 School Year
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
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
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.
Family Support Center (FSC) Data

Outreach and Support to Families

PGCPS

2016-2017

- Total # of Contacts: 255
- Calls: 166
- In Person: 67
- Email: 22

2017-2018

- Total # of Contacts: 211
- Calls: 163
- In Person: 27
- Email: 21

2018-2019

- Total # of Contacts: 305
- Calls: 248
- In-Person: 19
- Email: 31
### Nature of the Contact

- **FAPE/IEP General Information**: 36%
- **Complaint Procedures**: 19%
- **Identification/Evaluation/Re-evaluation/Implementation (Part B)**: 18%
- **IFSP Implementation/Evaluation/Assessment (Part C)**: 2%
- **Placement/LRE**: 9%
- **Autism/Autism Waiver**: 3%
- **Behavior Interventions (COMAR regulations)**: 3%
- **Parentally Placed Private School Students**: 1%
Maryland Parent Involvement Survey

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.
<table>
<thead>
<tr>
<th>School-Age Survey Question</th>
<th>% of Respondents Agreeing with this Statement</th>
<th>Criterion Met?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 I am considered an equal partner with teachers and other professionals in planning my child's program</td>
<td>72%</td>
<td>Met</td>
</tr>
<tr>
<td>Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.</td>
<td>65%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.</td>
<td>67%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.</td>
<td>65%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q5 All of my concerns and recommendations were documented on the IEP.</td>
<td>69%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.</td>
<td>65%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q7 I was given information about organizations that offer support for parents of students with disabilities.</td>
<td>61%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q8 I am comfortable asking questions and expressing concerns to school staff.</td>
<td>75%</td>
<td>Met</td>
</tr>
<tr>
<td>Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.</td>
<td>70%</td>
<td>Met</td>
</tr>
<tr>
<td>Q10 Written information I receive is written in words I understand.</td>
<td>75%</td>
<td>Met</td>
</tr>
<tr>
<td>Q11 I was given information about the curriculum and materials used with my child.</td>
<td>64%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.</td>
<td>65%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q13 Teachers and administrators seek out parent input.</td>
<td>64%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.</td>
<td>65%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q15 Teachers and administrators expect parents to participate in decision making.</td>
<td>60%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q16 Teachers and administrators set a climate for acceptance of diversity.</td>
<td>68%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.</td>
<td>70%</td>
<td>Met</td>
</tr>
<tr>
<td>Q18 Teachers and administrators value my ideas and input.</td>
<td>69%</td>
<td>Not Met</td>
</tr>
<tr>
<td>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.).</td>
<td>70%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q20 The school and/or school system has a person on staff who is available to answer parents' questions.</td>
<td>69%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.</td>
<td>66%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q22 The school and/or school system offers me training about special education issues.</td>
<td>55%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.</td>
<td>57%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.</td>
<td>60%</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

*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?
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
E-newsletter

Family Support Center E-Newsletter

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

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
Fall Conference

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.
Making a difference in the lives of children with autism.

SECAC-PG
Special Education Citizens Advisory Committee for Prince George's County Public Schools

PATHFINDERS FOR AUTISM

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 Parent's 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 DHQI programs and other topics

For additional information contact us at:
(301) 431-5675 or by email
at family.support@pgcps.org

A continental breakfast will be served.

NEW!

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
Phone: (301) 431-5675

E-mail: jhflc.familysupport@pgcps.org