

Board of Education Work Session



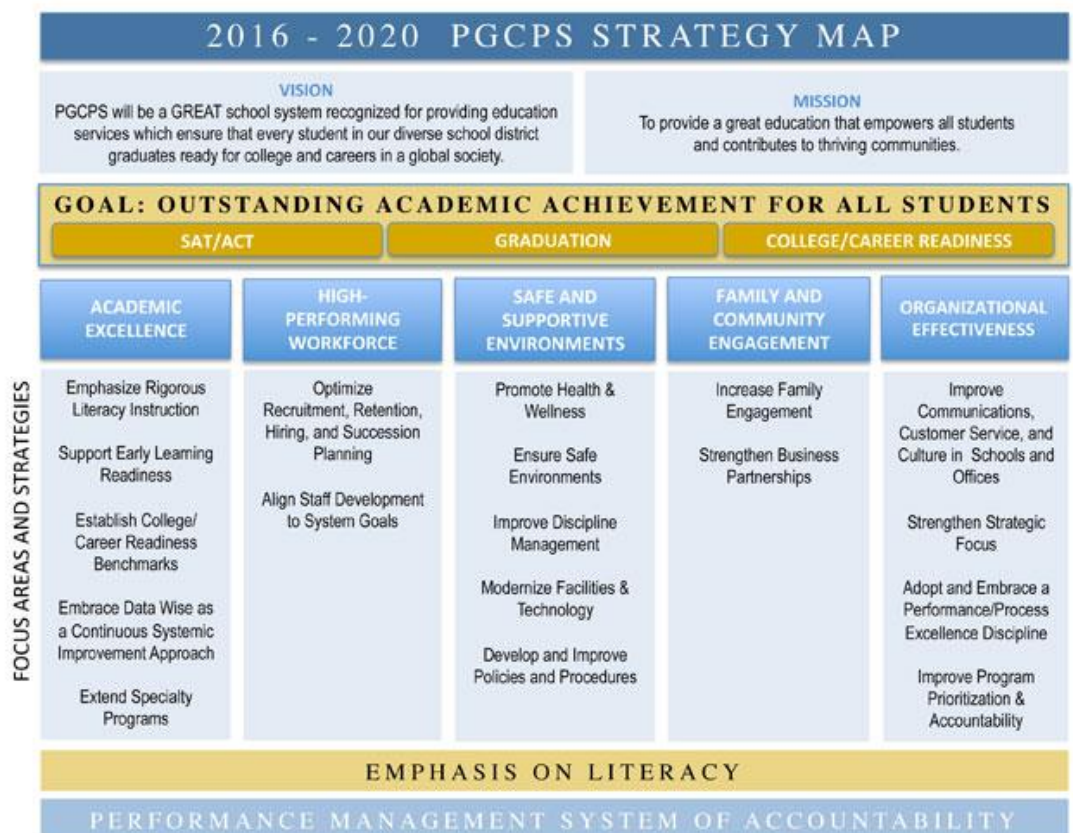
October 11, 2018

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Department of Special Education

**ALIGNMENT
TO THE
PGCPS
STRATEGIC
PLAN**



FOCUS AREAS AND STRATEGIES

Department of Special Education Alignment to the PGCPS Strategic Plan

Focus Area: Academic Excellence

- Support school readiness by providing Highlight magazines once a month to all families in the Infants and Toddlers and Early Childhood programs
- Changed the service delivery models:
 - Eliminated self-contained classrooms at the high school level
 - Phasing out of Comprehensive Special Education Programs (CSEP) at the elementary level
 - Speech and language services provided through co-teaching; participation in collaborative planning to support the understanding of language acquisition and academic vocabulary

Special Education Service Delivery Models: ELEMENTARY

General Education	General Education/Resource Classroom Support	Separate Class
Taught by content certified general education teacher	Partner teaching by content certified teacher and special education teacher in co-taught setting or in resource room	Taught by certified special education teacher
Knowledge of the content, curriculum, and pacing	<ul style="list-style-type: none"> • Knowledge of the content, curriculum, and pacing • Knowledge of disabilities and specialized instruction 	<ul style="list-style-type: none"> • Possess knowledge of the content, curriculum, and pacing • Knowledge of disabilities and specialized instruction
<ul style="list-style-type: none"> • Differentiates lessons using UDL, small group instruction, and flexible grouping. • Specially designed instruction provided by special education inside general education 	<ul style="list-style-type: none"> • Differentiates lessons using UDL, small group instruction, and flexible grouping taught by general education teacher • Specially designed instruction taught by the special education teacher in resource room 	Specially designed instruction taught by the special education teacher

Special Education Service Delivery Models: SECONDARY

General Education	Co-Teaching	Supported Inclusion	Intensive
Taught by content certified teacher	Partner teaching by content certified teacher and special education teacher	<ul style="list-style-type: none"> • Taught by dually certified special education teacher; or • Taught by content certified teacher (in consultation with special education teacher); or • Taught by certified content teacher and certified special educator 	Taught by a certified special education teacher
Knowledge of the content, curriculum, and pacing	<ul style="list-style-type: none"> • Knowledge of the content, curriculum, and pacing • Knowledge of disabilities and specialized instruction 	<ul style="list-style-type: none"> • Possess knowledge of the content, curriculum, and pacing • Knowledge of disabilities and specialized instruction 	<ul style="list-style-type: none"> • Knowledge of the content, curriculum, and pacing • Knowledge of disabilities and specialized instruction
Provides modifications and accommodations	Provides modifications and accommodations	Provides modifications and accommodations	Provides modifications and accommodations
May include support staff	May include support staff	May include support staff	Includes support staff
	Small student to teacher ratio	Small student to teacher ratio	Small student to teacher ratio

Program Location Chart for 2018-2019

Early Childhood Support - SC	Area	Regional School Programs - SM	Area	Comprehensive Special Education Programs (CSEP) - SD	Area
Chapel Forge ECC	1	C.E. Rieg K-12	3	Arrowhead ES	1
Frances Fuchs ECC	1	Fairmont Heights HS	3	Clinton Grove ES (Grades 1-5)	1
H.W. Wheatley ECC	1	J.E. Duckworth K-12	3	Cora Rice ES (Grades 1-5)	1
J. Ryder Randall ES	1	Margaret Brent K-12	2	Francis S. Key ES	1
Judith P. Hoyer-Cheverly (Infants & Toddlers)	1	Oxon Hill HS	3	Gaywood ES	1
Kenmoor ECC	1	Oxon Hill MS	2	High Bridge ES	1
Kingsford ES	1	Panorama ES	1	James H. Harrison ES	1
Woodmore ES	1	Surrattsville HS	3	Judge S. Woods ES	1
		Tanglewood K-8	2	Oxon Hill ES	1
				Springhill Lake ES (Grades 2-5)	1
				Thomas Stone ES (Grades 2-5)	1
Community Referenced Instruction (CRI) Programs - SL	Area	Behavioral/Social/Emotional Support Programs	Area	Autism Programs - SA	Area
Avalon ES	1	Bowie HS	3	Barnaby Manor ES	1
Benjamin Tasker MS	1	Dr. Henry A. Wise HS	3	Beltsville Academy (Grades K-5)	1
Bowie HS	3	Isaac Gourdine MS	2	Glenn Dale ES	1
Bradbury Heights ES	1	Kenmoor MS	2	Isaac Gourdine MS	2
Buck Lodge MS	2	North Forestville ES	1	Kenilworth ES	1
Catherine T. Reed ES	1	Northwestern HS	3	Kenmoor MS	2
Central HS	3	Potomac HS	3	Largo HS (Grades 9-10)	3
Charles Flowers HS	3	Robert Frost ES	1	Paint Branch ES	1
Dodge Park ES	1			Parkdale HS	3
Dr. Henry A. Wise HS	3			Rosaryville ES	1
DuVal HS	3			Seat Pleasant ES	1
Fairmont Heights HS	3			Suitland ES	1
Frederick Douglass HS	3			Surrattsville HS	3
Friendly HS	3				
Glenridge ES	1				
Greenbelt MS	2				
High Bridge ES	1				
High Point HS	3				
James H. Harrison ES	1				
Kettering MS	2				
Lamont ES	1				
Marlton ES	2				
Northwestern HS	3				
Oxon Hill MS	1				
Parkdale HS	3				
Potomac HS	3				
Princeton ES	1				
Rose Valley ES	1				
Samuel Chase ES	1				
Springhill Lake ES	1				
Stephen Decatur MS	2				
Suitland HS	3				
		Deaf and Hard of Hearing Programs - SH	Area	Non-Public Type II Programs	Area
		Doswell Brooks ES	1	KKI at Central HS	3
		Eleanor Roosevelt HS	3	Pathways at DuVal HS	3
		Ernest E. Just MS	2		
		Friendly HS	3		
		Kingsford E - PIP	1		

CSEP Phase Out Year 1 Student Progress

Letter ID			Words			DRA			Emergent Behaviors		
October	January	May	October	January	May	October	January	May	October	January	May
44	52	53	2	3	2	0	2	2	4	5	8
0	0	22	0	0	1	-	0	0	0	0	10
4	4	34	0	1	3	-	-	1	7	10	10
-	0	0	0	0	0	0	0	0	0	0	0
33	51	51	2	12	23	-	1	2	1	4	7
39	49	52	3	19	32	-	1	2	1	10	11
3	24	44	0	5	2	-	0	1	0	8	7
0	0	12	1	0	3	-	0	0	2	2	4
27	48	54	2	14	33	-	2	3	1	8	10
27	47	50	1	15	21	1	1	2	1	12	13
24	54	54	2	9	30	0	1	1	1	6	6
12	38	49	0	7	22	0	2	3	0	7	11
0	0	3	0	0	1	0	0	0	0	3	5
45	54	54	2	28	39	0	2	3	0	1	8
0	54	54	0	8	14	0	1	1	1	3	6
66.6% improved			93.3% improved from Jan.			73.3% improved			86.6% improved from Jan.		
60% improved			73.3% improved from January			73.3% improved			86.6% improved from January		
Letter ID			Words			DRA			Emergent Behaviors		
93.30%			93.30%			80%			93.30%		

Focus Area: Academic Excellence

Convened a cross-divisional interventions symposium with a panel of experts in the field of education to review current research and evidence-based reading interventions. The expert panel's recommendations will be used during SY2019 to develop a plan for increased access to evidence-based interventions across all grades. Expert panel members included:

- **Dr. Robert Slavin**, Director of the Center for Research and Reform (Evidence for ESSA) in Education at Johns Hopkins University
- **Dr. Jade Wexler**, Associate Professor, University of Maryland, Department of Special Education
- **Dr. Dara Shaw**, Executive Director, Office of Research at the Maryland State Department of Education
- **Ms. Ellen O'Neal**, Atlantic Seaboard Dyslexia Education Center
- **Dr. Ava Spencer**, Reading Coordinator at the Maryland State Department of Education

Focus Area: High-Performing Workforce

- Provide Professional Learning Opportunities for PGCPS Staff.
- 4,162 PGCPS staff members participated in 76 different trainings during the 2017-2018 school year.
- Partnerships with High Learner Institutions (University of Maryland, Anne Arundel Community College, and Bowie University).
- Conflict Resolutions Center Partnership provided training to the Department of Special Education Chairpersons and special education central office staff members.
- Yearly trainings provided to bus drivers and aides on transporting students with disabilities.
- Participation in the PGCPS Recruitment Fairs.

Focus Area: Safe and Supportive Environments

- Improve Positive Behavior Supports by partnering with Johns Hopkins University to train PGCPS teachers in Applied Behavior Strategies.
- Provide district-wide training in de-escalation techniques and physical restraint trainings through Crisis Prevention Institute training protocols.
- Partner with the Department of Human Resources to provide behavior management training to all substitutes and new teachers.
- Reduce suspensions through the Coordinated Early Intervening Services (CEIS) project.

Safe and Supportive Environment Partnerships

- Lourie Center Partnership
- Ivymount Partnership
- University of Maryland (Mental Health Initiative)
- Community Counseling and Mentoring Services
- Social Emotional Foundations of Early Learning Training provided by the University of Maryland and Maryland State Department of Education

Coordinated Early Intervening Services (CEIS) Program Update

CEIS Program Overview

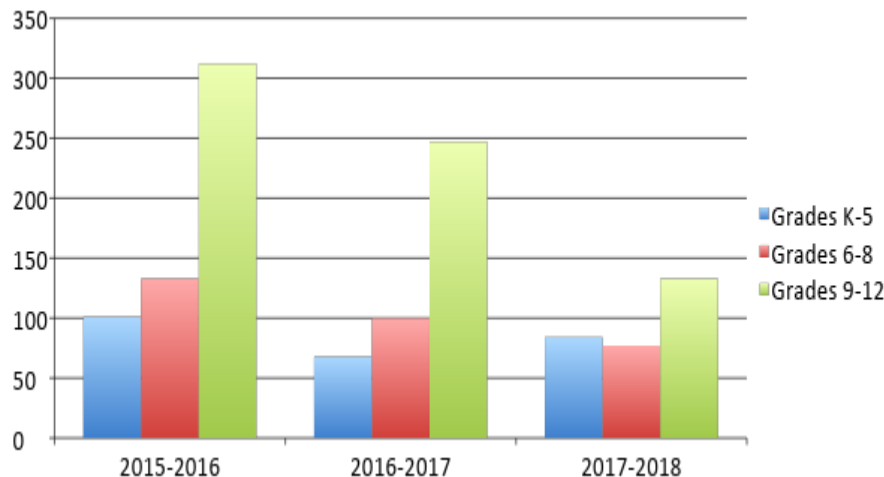
- Offer a research-based intervention to improve social-emotional competencies at each targeted school.
- Train school staff members in using the Response to Intervention (RtI) Tracking Tool to support the implementation of Administrative Procedure 5124.
- Collaborate with PBIS specialist to ensure Tier I supports are provided at each school.
- Monitor the implementation of Restorative Practices at CEIS targeted schools.
- Deliver the Crisis Prevention Institute (CPI) training to all CEIS Crisis Intervention Teachers and staff members at each school.
- Support schools in establishing monthly suspension monitoring meetings facilitated by the Pupil Personal Worker to review monthly suspension reports and specific student cases.
- Develop a crisis intervention team (psychologist, social worker, behavior specialist, RtI resource teacher) at four targeted campuses to support schools in developing Tier II and Tier III interventions for students with challenging behaviors.
- Support teams in developing Functional Behavioral Assessments and accompanying Behavior Intervention Plans.

Coordinated Early Intervening Services

Comparing mid-year SY2017 suspension data (CEIS schools only) against mid-year SY2018 data, reductions were seen at most grade bands.

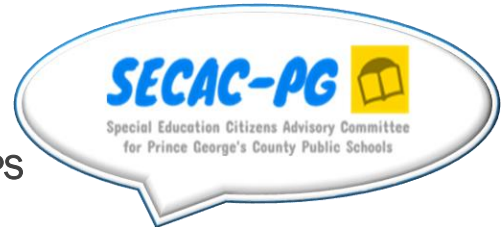
	Disciplinary Response Levels 1-2	Disciplinary Response Levels 3-5	Grade Band
	40% reduction	19% reduction	K-8
	20% reduction	No reduction	Middle
	20% reduction	3% reduction	High

Suspension Comparisons - Students with Disabilities



Focus Area: Family and Community Engagement

- Participation with the Special Education Citizens Advisory Committee
- Participation in the PGCPS Family Institute
- Engagement with Various Community-Based and Faith-Based Organizations



Special Education Citizens Advisory Committee for PGCPS

- The Special Education Citizens Advisory Committee (SECAC) was created by the State Legislature to provide support and advice to the Director of Special Education.
- The SECAC provides support and guidance to parents and the community on issues related to students with disabilities and their families.

Membership Benefits:

- ✓ Access to SECAC-PG sponsored workshops and seminars
- ✓ Network with other parents
- ✓ Interact directly with Department of Special Education personnel
- ✓ Learn about state and county resources
- ✓ Be part of the SECAC-PG listserv

Focus Area: Organizational Effectiveness

- Realignment of the Department of Special Education
- Collaborative planning and professional learning opportunities with Curriculum and Instruction
- Monthly meetings with the Department of Transportation
- Participation in Cross Functional Department of Testing Committee
- Participation in the OEPE SLO workgroup
- Participation in the OEPE Administrator/Teacher Evaluation workgroup
- APEX data system developed to track dedicated and Nonpublic Placement Tuition/County Individualized Education Program for IEP (CIEP)
 - Future upgrades include compliance and staffing

