**Special Education MCCPTA Quarterly Meeting 2020-21**

**In Attendance:**

-Rachel Tate, MCCPTA Special Education Committee Chair

-Stephanie Frumkin, MCCPTA Special Education Conmitte Vice Chair

-Kevin Lowndes, MCPS Associate Superintendent of Special Education

**Agenda for Oct. 14, 2020**

Celebrations

Celebrations from Community Members

Community Feedback/Questions:

1. **How are general education teachers being informed of their students' IEPs and their disabilities so they are fully prepared to serve them by implementing their IEPs on the first day of school (or the date they enter a new MCPS school)?**

-The case manager sends out the IEP to the general education teachers and explains the accommodations and how the disabilities manifest in each student during the pre-service week. Case managers should answer any questions the general education teachers have about working with their students with disabilities and to understand the disabilities.

-For IDLPs/School Closure: After the parent has met with the case manager, then the case manager is supposed to send out all of the accommodations in the IEP to the general education teachers that the student has and explain the accommodations. MCPS has allowed case managers up to three weeks to be in contact with the general education teachers during this time.

-If a parent feels that their son/daughter is not receiving IEP services and accommodations as written, they should reach out to the IEP case manager, then RTSE/school administrator, then office of special education, specifically the area supervisor in charge of their school. The parent can also reach out to the resolution and compliance office, usually after all of these other avenues have been pursued.

1. **What specific systems and processes does MCPS have in place to ensure compliance with IEPs and 504s on all levels (teachers, case manager, RTSE, school administration, special ed supervisor, special ed director, and special education associate superintendent, and superintendent of MCPS)?**

-The special education department is working on different ways to help train general educators about special education and disabilities.

-One way is that restraint and seclusion training includes the equity unit, resolution and compliance office, and the Restorative Justice office to collaborate on the training together to learn all different types of techniques so general educators can learn about special education.

-Another way is that the office of curriculum and instruction is working together with the special education department to make the new curriculum accessible to all students.

-There is a huge summit that all special teachers are invited to—mostly just special education teachers attend. They are working on that.

-Ask the IEP team what kind of data is being data collected, when it is being collected, and how it is being collected. Kevin will follow up with his elementary school teachers, and RTSEs to make sure that their data is transparent. Parents should be able to ask for data at any time.

-During the school closure, MCPS is going through an audit process for all schools to ensure all IDLPs are being done correctly.

-Normally there is an ongoing audit process for 1/3 of all schools by the special education supervisors, and when needed, in conjunction with the compliance team. The audit system includes reviewing 10-15 IEPs on how they are written including SMART goals and visiting classes. Professional development is offered to teachers as needed.

-Contact resolution and compliance office if parents feel as if their child has not had all their child’s needs serviced on their IEPs.

-Now all special education teachers have access to attend weekly Special Education meetings (not just RSTEs).

*-*Working with curriculum office to provide special education lens to make sure when PD goes on, they are also receiving how to make differentiated changes to the curriculum.

**3. How does MCPS provide transparency for parents regarding their child's IEPs and 504s being followed? What should parents do if they are concerned that their child's IEP or 504 plan is not being followed?**

-Case manager should be working directly with the teacher to explain the disability in order to help the student to be successful in the classroom. The case manager themselves can also always reach out to the area supervisor to learn about more specific disabilities if they want more resources and knowledge.

-When we were in school during pre-service week, general education teachers would typically learn about the IEP plans. With COVID, teachers were given an additional three weeks to get in contact with general education teachers and parents.

-Parents should be on the same page with teachers about their student’s accommodation plan.

-The Special Education team is doing audits of IDLPs to make sure that schools have completed them and that they are going through every school to make sure that this process is happening.

1. **The Pre-School Programs preschool has a great and strong foundation. However, parents of that program PEP and CAPP, did not start until 14 days after the school year? Was this communicated to parents how was this communicated to parents?**

-Pre-School Programs always starts later in the school year. This year, general and special education preK classes started the day after Labor Day, one week after K-12 students. The first week is a time for teams to offer home visits with each student. General education and special education align calendar dates. The comprehensive preK calendar is shared with parents in the beginning of the year.

1. **Parents whose children are not able to have their children actively engage during their live academic streaming watch the videos after they are posted. For example, if a special education student's parents have to work all day and cannot sit by their child's side while class is happening, is it the expectation across the board that students can watch the videos within the 72 hour period and their parents submit their attendance without them being marked absent? Will these students be penalized in any way for watching the live instruction late? I am specifically asking if they will be penalized if their parents do not submit their attendance form within 72 hours of the video?**

-Yes, K-12 parents must fill out the virtual attending form on the school’s website to log their attendance for that day for the child to be marked as attending the lesson. Since preschool is not mandatory for the state, the attendance requirements do not apply to preschoolers.

**Other Notes:**

-The GTLD program is under the auspices of AEI regarding staffing, but since the students all have IEPs, the Special Education department is involved.

-A question was asked about the date that the IDLPs were due to parents. Still waiting for a reply

for this information.

**Next Steps:**

-Schedule next parent training for second quarter and second quarter meeting with Kevin Lowndes.

-Second Quarterly Meeting Topic: Twice Exceptional Students and the GTLD Program.

-Invitation to Gifted Child Committee Chairs (Audra Dove and Evelyn Chung); Sarah Jackson, Instructional Specialist of Twice Exceptional Students/GTLD; and Kurshanna Dean, Supervisor of AEI.