

## Special Education Advisory Committee

October 28, 2021  
7:00 p.m.–9:00 p.m.

### Join Zoom Meeting

<https://mcpsmd.zoom.us/j/82312337848?pwd=WThXLzFQQjl5akpqNWVJL2pWSnZoUT09>

Dial by your location  
+1 301 715 8592 US (Washington DC)

Meeting ID: 823 1233 7848  
Passcode: 577830

### Agenda

At the end of this meeting we will have:

- Met the Special Education Advisory Committee co-chairpersons and MCPS special education leadership
- Heard information about Montgomery County Council Parent-Teacher Association (MCCPTA)
- Heard about Compensatory/Recovery Services (CRS)

Topics	Facilitators	Time
Welcome Introductions Review agenda, ground rules, and public testimony	SEAC co-chairpersons: Amy Bloom Vittoria Aiello Coni Nepomuceno Philip A. Lynch, Director, Department of Special Education Services (DSES)	5'
Information about MCCPTA	Stephanie Frumkin Chair, MCCPTA Special Education Committee Rachel Tate Vice Chair, MCCPTA Special Education Committee	15'
Presentation about CRS	Gwendolyn J. Mason, Acting Associate Superintendent, Office Teaching, Learning, and Schools–Special Education Mr. Lynch Jonathan Langsam, Instructional Specialist, DSES	70'
Question and Answer	All	30'

### Meeting Schedule 7:00 p.m.–9:00 p.m.

November 18, 2021  
December 16, 2021\*  
January 27, 2022  
February 24, 2022

March 24, 2022  
April 28, 2022  
May 26, 2022

\*Interim Superintendent Dr. Monifa B. McKnight tentatively scheduled to attend

Montgomery County Council of Parent-Teacher Associations

**MCCPTA**

*everychild.onevoice.*

Special Education Committee

## Introduction to the MCCPTA Special Education Committee

Stephanie Frumkin, Chair - [SpecialEd@mccpta.org](mailto:SpecialEd@mccpta.org)

Rachel Tate, Vice Chair - [SpecialEdViceChair@mccpta.org](mailto:SpecialEdViceChair@mccpta.org)

MCCPTA stands for the Montgomery County Council of Parent-Teacher Associations, which is the county-wide umbrella organization for our local schools' PTAs and PTSAs.

# MCCPTA's Mission

To make every child's potential a reality by engaging and empowering families and communities to advocate for all children.



**Learning Knows No Bounds**

# MCCPTA's Many Committees

Advocacy

CIP

Communications

Curriculum

Diversity, Equity, & Inclusion

Engagement

ESOL

Gifted Education

Health and Wellness

Membership

Operating Budget

School Climate and Safety

Special Education



Technology

Awards

Bylaws

Celebration of Excellence

Cultural Arts

Finance

Nominating

Reflections

Training

# 2021-22 MCCPTA Leadership and Committees

<https://www.mccpta.org/mccpta-leaders.html>

## Special Education Committee's Vision

Act as a resource for the special education community (parents, caregivers and staff) and share experiences in advocating for children to implement successful family-school partnerships.

Continue outreach to those who may not be connected with their school community.

# Special Education Co-Chair Responsibilities

1. Help plan events and activities
2. Advocate for MCPS students with disabilities and their families
3. Raise issues to the MCCPTA Board of Directors
4. Hold quarterly meetings with MCPS special education staff
5. Collaborate with SEAC and other disability organizations



# Special Education Committee Advocacy Priorities

- To increase training for all general education teachers to better understand high incidence disabilities (e.g., ADHD, autism, anxiety, dyslexia) and how to better work with students who have these disabilities
- To increase training for special education teachers and administrators so they have further knowledge and the tools they need to effectively comply with federal and state laws and MCPS policy
- To increase the writing of measurable goals and objectives and providing data to parents
- To teach parents about their rights.
- To build a network of Special Education Representatives in each school to provide support, information, and resources to special education families and to advocate in each MCPS school

## Special Education Representatives - Recruitment

Currently we have Special Education Representatives in 48 schools.

Our goal is to have at least one in each school to help support families of students with disabilities and advocate for their needs.

Use your talents and abilities in this flexible position.

# Quarterly Speaker Series

Experts in the Field of Special Education - Know Your Rights Focus This Year

Quarter 1: Foundations of the Special Education Process, Monica Martinez, Special Education Advocate

Quarter 2: Brian Gruber and Kimberly Glassman, Special Education Attorneys

Quarters 3&4: TBD

Last Year:

Eric Jorgenson, Special Needs Navigator

Judy Bass, Certified Educational Planner

Nicole Joseph, Education Attorney on Compensatory Education

# SEC Communications Initiatives

- New Special Education Committee Facebook Group:

<https://www.facebook.com/groups/619359349469893>

- YouTube Channel:

<https://www.youtube.com/channel/UCfS3UpumYfOAI31j66QZf7A>

Recorded Speaker Presentations and Know Your Rights Videos

- Website:

<https://www.mccpta.org/special-education.html>



The MCCPTA Special Education Recognition Awards recognizes the incredible Special Educators, Support Staff for Special Education Services and Students.



Rachel Tate is organizing the Special Education Awards this year. To help, contact her at [SpecialEdViceChair@mccpta.org](mailto:SpecialEdViceChair@mccpta.org).

Montgomery County Council of Parent-Teacher Associations

**MCCPTA**

*everychild.onevoice.*

Special Education Committee

Questions?

Get involved! We need YOU.

Stephanie Frumkin, Chair - [SpecialEd@mccpta.org](mailto:SpecialEd@mccpta.org)

Rachel Tate, Vice Chair - [SpecialEdViceChair@mccpta.org](mailto:SpecialEdViceChair@mccpta.org)

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# **Compensatory/Recovery Services for Students with Disabilities**

## **Office of Teaching, Learning, and Schools–Special Education**

**Fall 2021**



# Outcomes

By the end of this session, participants will have:

- reviewed the definition of Compensatory Recovery Services (CRS);
- identified the legal requirements for CRS;
- reviewed the process for holding CRS meetings;
- reviewed the process for analyzing data to make CRS eligibility decisions; and
- reviewed the coordination of CRS.

# Legal Foundations

# What are CRS?

- CRS are for students who received special education and related services, but who due to the Covid-19 related closures and virtual learning, may not have made the expected amount of progress on their Individualized Education Program.
- CRS must be provided outside of the school day.

# Legal Requirements for CRS

- The U.S. Department of Education requires school systems nationwide to consider the negative effects of pandemic related school closures on students with disabilities
- The pandemic, resulting closures of schools and the sudden required shift to virtual learning, has created challenges for students with disabilities, such as:
  - a delay in providing services,
  - difficulty fully implementing IEPs, and
  - regression (or loss) of skills that students previously learned

# Who Determines CRS?

- School teams work with parents/guardians to make a determination on whether CRS are required.
- The school team members include:
  - case manager
  - related service providers (i.e., speech therapist, occupational therapist, physical therapist, etc.) if applicable
  - counselor, if applicable
  - transition support teacher, if applicable
  - student, if applicable
  - principal, assistant principal or a designee
  - central office representative, if applicable

# In What Venue(s) Can the CRS Decision be Determined?

CRS can be determined:

- in a written agreement with Montgomery County Public Schools (MCPS)
    - in collaborative discussions with the parents/guardians, case manager, and school based team members a decision can be made about CRS and documented on the Prior Written Notice (PWN)
  - in an IEP team meeting
    - in which the discussion and decision are documented in the PWN
- \*\*\*The PWN explains the decisions made by the team.\*\*\***

# Factors to Consider in the CRS Process

- **All** students with disabilities in prekindergarten (pre-K) through high school, including students in nonpublic schools, who attended MCPS during the COVID-19 school closures from March 16, 2020, through June 30, 2021 will be considered for CRS eligibility.
- “Move In” students are students who are new to MCPS for the 2021-2022 school year:
  - MCPS will work with the parent/guardian and previous school system to gather information and make a decision regarding CRS
  - MCPS will review and discuss any decisions made by a previous school system.
- The Parent/Guardian CRS letter will be sent by school principals to all parents/guardians with students for whom CRS are being considered.
- Your input and feedback regarding your student’s successes and challenges is important to determining eligibility for CRS.

# Factors to Consider in the CRS Process

- Regression or inability to make progress
- Inability to provide services or accommodations during virtual instruction
- Missing services
- Delay in notifying the parents/guardians of revision or modifications to the IEP
- Delay in scheduling a meeting to address the parents/guardians' disagreement with the revisions or modifications to the IEP



# Factors to Consider in the CRS Process

Data points to be analyzed for all students include:

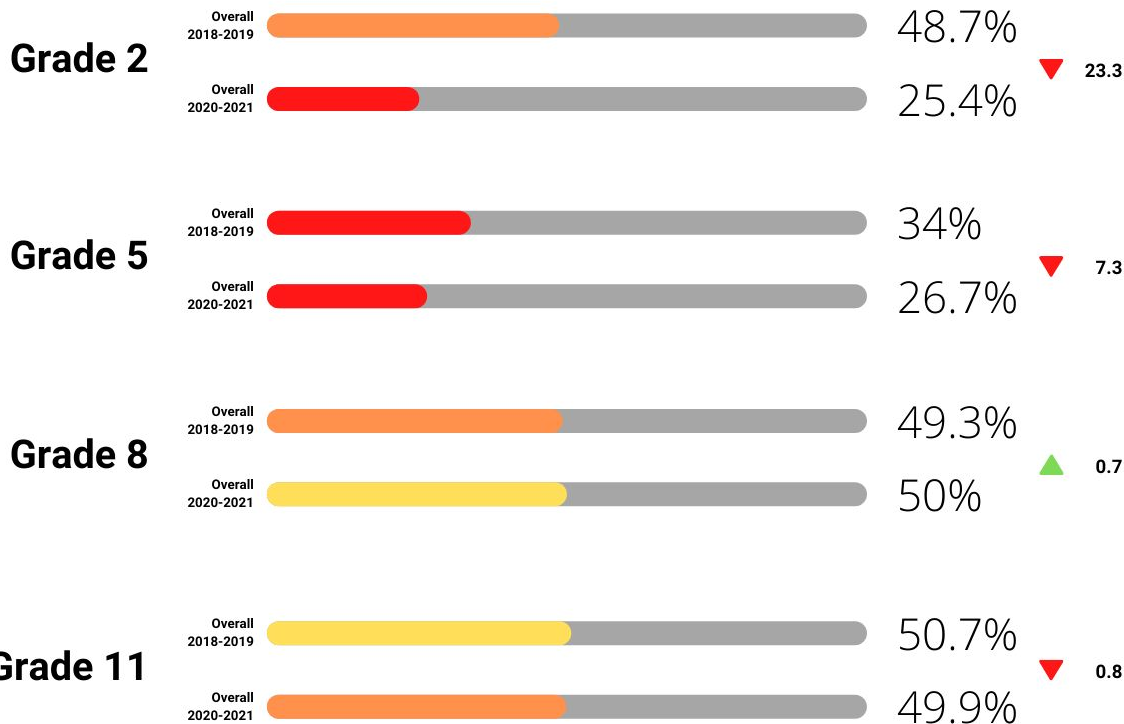
- Report card grades, if applicable
- Learning Skill grades, if applicable
- Progress on IEP goals
- Virtual service logs
- Related service provider logs
- Student work samples
- Informal observations
- Teacher anecdotal notes
- Tier III intervention data
- Evidence of Learning data
- [Parent/Guardian Guiding Questions](#)
- [Appendix C](#)

# CRS Service Hour Determination

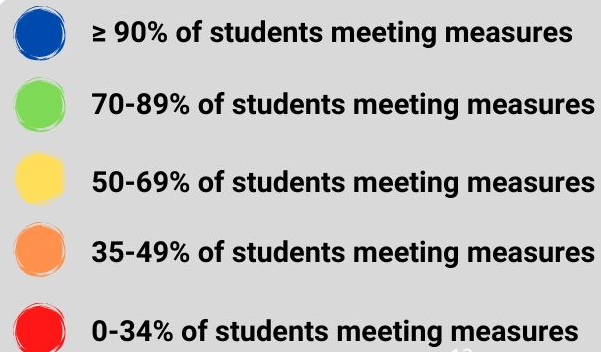


# EOL

## Literacy Readiness: Students With Disabilities

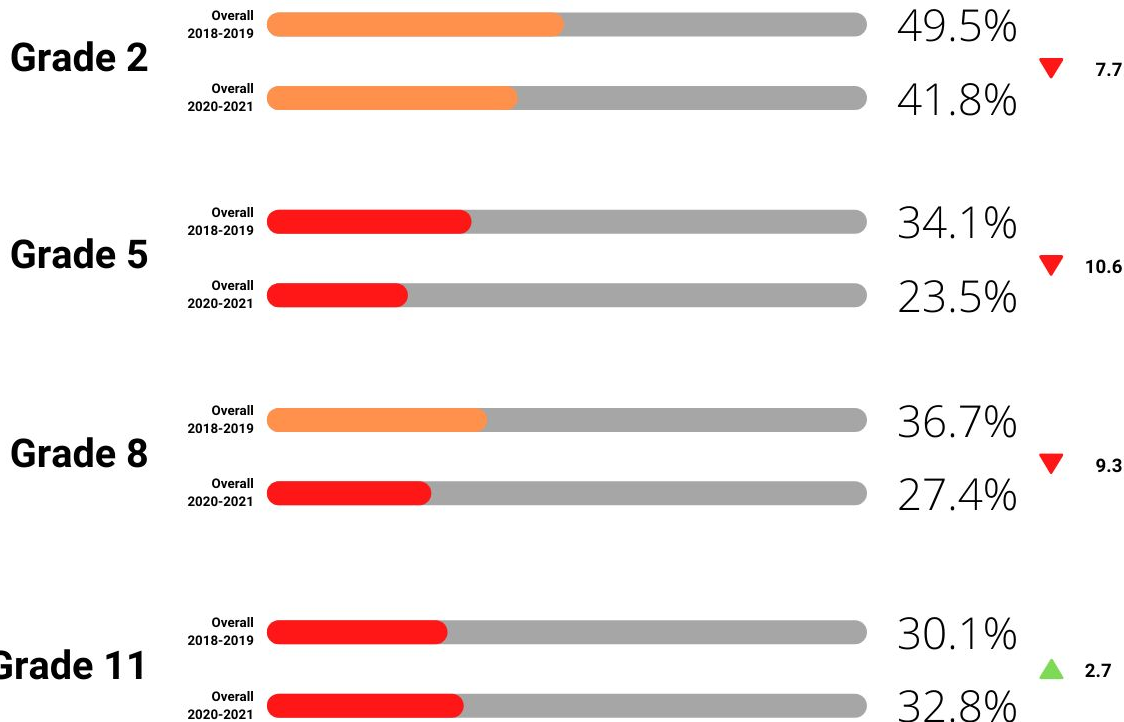


**Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External**

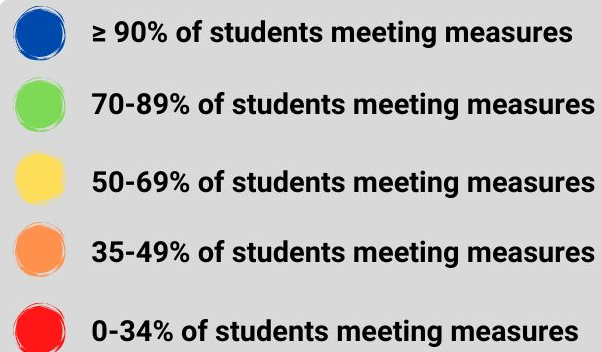


## EOL

## Mathematics Readiness: Students with Disabilities



**Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External**



# Summary of CRS Data

Based on our dataset from October 4, 2021, there are currently:

- **19,613** public and **581 nonpublic** students who were considered for eligibility of CRS
- **2,476** public students were found ineligible or parents/guardians declined CRS
  - These records are documented in our data collection tool
- **All** student records need to be updated by **Wednesday, June 1, 2022**

# Important Dates to Remember

Student Information Accountability Due Date	DEADLINE	Database Black Out Window For Data Reconciliation and Reporting
Student information through Wednesday, December 1, 2021	Data needs to be updated by Friday, December 3, 2021	Saturday, December 4 to Sunday, December 12, 2021
Student information through Tuesday, March 1, 2022	Needs to be updated by Friday, March 4, 2022	Saturday, March 5 to Sunday, March 13, 2022
Student information through Wednesday, June 1, 2022	Needs to be updated by Friday, June 3, 2022	Saturday, June 4 to Sunday, June 12, 2022

# Next Steps

# Next Steps

School based staff members will collaborate with parents/guardians to determine eligibility for for CRS for those student yet to be considered by:

- Contacting parents/guardians to schedule CRS discussions or IEP meeting
- Reviewing student performance data prior to the CRS discussion or IEP meeting
- Collaborate with team members to complete an Appendix B for each student
- Sending parents/guardians a copy of any relevant information that will be review or discussed



# Next Steps Continued

- Communicate the date and time of the meeting to all stakeholders and schedule interpreters, if applicable
- Hold the IEP meeting/discussion
- Document the CRS discussion on the PWN
- Complete and upload the Appendix B to the student's Maryland Online IEP profile

# Next Steps Continued

- Send the documents associated with the CRS discussion to the parents/guardians within five-business days
  - IEP and 5 Day Verification Letter, if applicable
  - PWN
  - Appendix B (Data collection tool)
- Complete the CRS Data Collection Tool for each student

# Next Steps Continued

The Maryland State Department of Education monitors the CRS process for each school system in the state.

It is the Office of Special Education expectation that each school's CRS discussions be completed by the end of the third marking period on or before **Thursday, March 31, 2022.**

# Service Coordination

# Coordination of Services

MCPS has created multiple pathways to provide CRS. These pathways include:

- School-managed services
- CRS by appointment
- The George B. Thomas Saturday School
- High Dosage Tutoring

# School Managed: pre-K–12

School-based providers may deliver CRS services to students with disabilities as follows:

## **Locations for delivery**

- Students service school: *before/after school*
- Regional Service Center: *weekends*
- Public Library: *evenings and weekends*
- Public Space for Community-based learning: *weekends or school breaks*

## **Subject/student needs:**

- Academic and social foundations (pre-K)
- Skills group cohorts (pre-K)
- Counseling group cohorts (pre-K)
- Mathematics/Literacy
- Behavior
- Social-emotional learning (SEL)
- Counseling
- Related Services
- Transition/Travel Training

# Request for Central Office CRS

If school-managed CRS is not an option, The students case manager will complete a request for central office CRS to access the following options.

- CRS by appointment
- The George B. Thomas Saturday School
- Summer 2022 Delivery

# CRS by Appointment

In this delivery model, students are matched with a provider through the CRS office. This option is available to all students who are eligible to receive CRS.

- Regional service center
- Public area (i.e., library)
- Virtually



# Regional Service Center

There are four regionally located service centers—Little Bennett Elementary School, Rock Terrace School, and Eastern and Julius West middle schools.

To access this option, the provider will complete and the following steps:

- Contact the family for whom they are providing CRS;
- Identify the service center that is most convenient and or appropriate to access;
- Look at the calendar that is designated for that site and block off the times and rooms you will be using to deliver CRS;
- When agreed upon, the provider will enter their name and the student's name and ID into the chosen time slot. If you are scheduling multiple sessions, The provider will identify those appointment slots and reserve the times as appropriate; and
- If the student requires transportation, a Google form will be submitted with the necessary information (Most of the fields on the form match what is entered and seen on a Student Transportation Action Request form.) Once entered, the information will go directly to our contacts in transportation and to the CRS office. Requests must be made 10 days in advance of the transportation needed. If this is a request for multiple weekends, indicate that on the request form.

# George B. Thomas Saturday School

## Grades K–12 (Virtual Only)

November 1, 2021—May 27, 2022

Saturdays 8:30–11:00 a.m.

(Rolling admission—Home School Model, Learning and Academic Disabilities, and Learning Centers)

### **Subject/student needs:**

- Grades kindergarten–8
  - Reading, Language Arts, and Mathematics
- Grades 9–12
  - English and Mathematics

# Summer 2022 Delivery Grades Pre-K to 12

Summer CRS options are being developed and will be shared when information is available. To hear more about these options, you may call Jonathan Langsam at the CRS office at 240-740-5657.

# Transportation

- At the secondary level, with at least 10-days notice, schools may request an activity bus to provide transportation after school during the week. This is not a door-to-door service. This request will go through the students school.
- To request door-to-door transportation to a regional service center, a provider will submit a Google form request with at least 10-days notice.

# Questions regarding CRS

Please contact Jonathan Langsam CRS Coordinator

[Jonathan\\_langsam@mcpsmd.org](mailto:Jonathan_langsam@mcpsmd.org)

240-740-5657

# Contacts

Mr. Philip A. Lynch, director, DSES, at 240-740-3900

Mrs. Julie S. Hall, director, Division of Business, Fiscal and Information Systems—data collection, at 240-740-3850

Ms. Diana K. Wyles, supervisor, RACU—compliance related questions, at 240-740-3230

Mr. Jonathan Langsam, content specialist, DSES—coordination of services, at 240-740-5657