Understanding Programs and Services
Department of Special Education

SECAC Meeting

January, 2014

The Law and LRE

As part of the U.S. Individuals with Disabilities Education Act, the **least restrictive environment** is identified as one of the six principles that govern the education of students with disabilities and other special needs. By law, schools are required to provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs.

"Least restrictive environment" means that a student who has a disability should have the opportunity to be educated with non-disabled [peers](#), to the greatest extent appropriate. They should have access to the general education [curriculum](#), [extracurricular](#) activities, or any other program that non-disabled peers would be able to access.

The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

To determine what an appropriate setting is for a student, a team will review the student's needs and interests. The types of educational settings for students with disabilities will vary.

LRE in Prince George's County
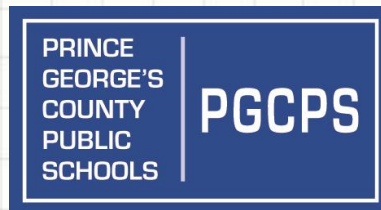
Continuum of Services

General Education Setting

- **With Consultative Support:** scheduled meetings between the special education and general education teacher; some direct observation/instruction by the special education teacher in the general education setting.

- **With Collaborative Support:** scheduled co-planning meetings and direct instruction/co-teaching by the special education teacher provided in the general education classroom.

- **With Resource Support:** special education support provided in a classroom as an additional remediation/support .

Part-time self-contained, part-time general education setting with support (Consultative Services)

- Special education teachers of self-contained classes, co-plan SOL content with general education teachers.

- Special education teachers consult with general education teachers who are serving students on their caseloads.

Full-time Self-contained Setting

- All academic instruction is provided by a special educator in a separate special education classroom. Student has limited academic contact with peers that are non-disabled .

Special Programs

- Autism
- ED Transition
- CSEP –Elementary
- CRI
- Orthopedically Impaired
- Hearing Programs (DHH)

Special Program Locations 2013-14

Early Childhood Support - SC	Area	Regional School Programs - SM	Area	Comprehensive Special Education Programs (CSEP) - SD	Area	Community Referenced Instruction (CRI) - SL	Area
Chapel Forge (CHAPF 14733)	1	C. E. Rieg K-12 (CRIEG 07723)	2	Arrowhead ES (ARROW 06140)	1	Avalon ES (AVALO 12121)	2
Frances Fuchs (FUCHS 01707)	1	J. E. Duckworth K-12 (JDUCK 01708)	1	Clinton Grove ES (CGROV 09106)	2	Bradbury Heights ES (BRADH 06106)	1
H. W. Wheatley (HWHEA 18722)	1	Margaret Brent K-12 (MARGB 20712)	2	Cora L. Rice ES (CRICE 13147)	1	Catherine T. Reed ES (CREED 14114)	1
J. Ryder Randall (JRAND 09109)	1	Tanglewood K-8 (TANGL 09707)	1	Francis Scott Key ES (FKEYE 06117)	1	Dodge Park ES (DODGE 13110)	1
Thomas Claggett -PIP -SB (TCLAG 06151)		Panorama ES (PANOS 06156)	2	Gaywood ES (GAYWD 14111)	2	Glenridge ES (GLENR 20106)	2
		Oxon Hill MS (OXONM 12434)	TAS	High Bridge ES (HIGHB 14112)	1	High Bridge ES (HIGHB 14112)	1
		Surrattsville (SURRH 09308)	HSP	James H. Harrison ES (JHARR 01109)	1	James H. Harrison ES (JHARR 01109)	1
				Judge S. Woods ES (JUDGE 13133)	1	Lamont ES (LAMNT 20114)	2
				Oxon Hill ES (OXONE 12101)	2	Marlton ES (MARLT 15111)	1
				Springhill Lake ES (SLAKE 21113)	2	Princeton ES (PRINC 06119)	1
				Thomas Stone ES (TSTON 17106)	2	Rose Valley ES (ROSEV 05107)	2

Emotional Disabled Program - SE	Area	Autism Program - SA	Area	Non-public Programs		Community Referenced Instruction (CRI) - SL	Area
						Samuel Chase ES (SAMCH 12116)	2
North Forestville ES (NFORS 06110)	1	Beltsville ES (BELTS 01504)	1	Pathways at Crossland H.S.	HSP	Springhill Lake ES (SLAKE 21113)	2
Robert Frost ES(RFROS 20116)	1	Glenn Dale ES (GDALE 14108)	2	Pathways at DuVal H.S.	HSP	Benjamin Tasker MS (BTASK 07514)	2
Isaac Gourdine MS (ISAAC 09512)	2	Kenilworth ES (KENIL 07108)	2	Forbush at Robert Gray ES	1	Buck Lodge MS (BLODG 21408)	1
Kenmoor MS (KENMM 13430)	1	Paint Branch ES (PAINT 21123)	2			G. James Gholson MS (GHOLS 13420)	TAS
Bowie HS (BOWIE 14323)	HSP	Seat Pleasant ES (SEATP 18102)	1			Greenbelt MS (GBELM 21541)	2
Dr. Henry A. Wise HS (DWISE 15319)	HSP	Skyline ES (SKYLN 06120)	1			Kettering MS (KETTM 13526)	
Northwestern HS (NWEST 17308)	HSP	Rosaryville ES (ROSAR 11105)	2			Oxon Hill MS (OXONM 12434)	TAS
Potomac HS (POTOM 12320)	HSP	Isaac Gourdine MS (ISAAC 09512)	2			Stephen Decatur MS (SDECA 09515)	1
		Kenmoor MS (KENMM 13430)	1			Bowie HS (BOWIE 14323)	HSP
		Parkdale HS (PARKD 19309)	HSP			Central HS (CENTR 18310)	HSP
		Surrattsville HS (SURRH 09308)	HSP			Charles H. Flowers HS (CHFLO 13327)	HSP

Orthopedically Impaired Programs - SO	Area	Deaf and Hard of Hearing - SH	Area			Community Referenced Instruction (CRI) - SL	Area
						DuVal HS (DUVAL 14309)	HSP
Catherine T. Reed ES (CREED 14114)	1	Andrew Jackson Academy K-8 (AJACK 06545)	1			Fairmont Heights HS (FAIRM 18306)	HSP
J. Ryder Randall ES (JRAND 09109)	1	Thomas Johnson MS (TJOHN 20409)	TAS			Forestville HS (FORES 06331)	HSP
Buck Lodge MS (BLODG 21408)	1	Eleanor Roosevelt HS (EROOS 21314)	HSP			Frederick Douglass HS (FDOUG 15302)	HSP
Kettering MS (KETTM 13526)	1	Friendly HS (FRIEN 05311)	HSP			Friendly HS (FRIEN 05311)	HSP
Stephen Decatur MS (SDECA 09515)	1					Dr. Henry A. Wise HS (DWISE 15319)	HSP
Friendly HS (FRIEN 05311)	HSP					High Point HS (HIGHP 01302)	HSP
Parkdale HS (PARKD 19309)	HSP					Northwestern HS (NWEST 17308)	HSP
						Parkdale HS (PARKD 19309)	HSP
						Potomac HS (POTOM 12320)	HSP

Special Public Day School

Early Childhood Program

Services children birth through 4 years of age

- Infant Toddler Program
  - Provides services through a parent coaching model within the context of the child and family's daily routine. Opportunities for inclusion are accessed within the natural setting.

- Preschool Program
  - Provides a continuum of services through a trans disciplinary approach.
  - Opportunities for inclusion for 3 and 4 years are available based on student's individual needs

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Regional Schools Located in PGCPS

- Schools that contain all special education students and services

- Usually related service providers are on-site

- Para professionals assist in all classrooms

- Multidisciplinary approach to service

Hospital/Homebound

Requirements

- Updated for appropriateness
- Physician forms needed every 60 days
- Services provided in the home/hospital setting
- Services usually 6 hours per week
- Some on-line courses offered at the high school level
- Plans to expand to skype into classrooms

Hospital/Homebound

- To qualify for these services, the student's health condition must be verified by a licensed physician, licensed psychiatrist or licensed psychologist.

- Office of Home and Hospital Teaching
  http://www1.pgcps.org/homeandhospitalteaching/

IEP Meeting

The IEP Team

- Develops the IEP

- Determines the LRE

- Finds the appropriate placement based on LRE
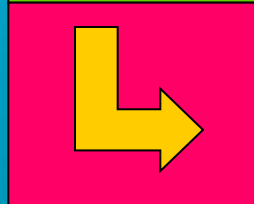
- Reviews LRE at least annually

The IEP Team (continued)

- Considers the child's **learning needs**

- Should explain **why** the LRE has been determined

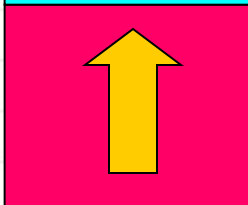- Should address the benefits of **inclusion**

Special Education

Referral

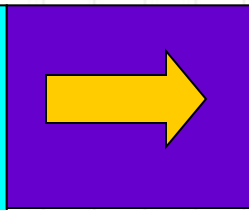Evaluation

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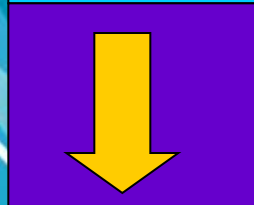
Review eligibility criteria

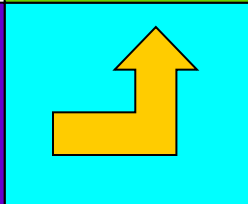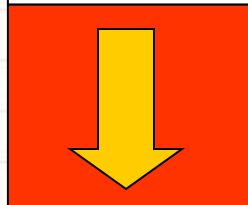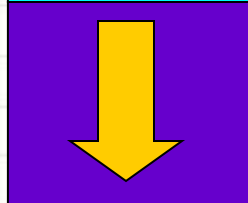→ Determine eligibility ↑

Develop Goals & objectives

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Identify strengths, needs, skills

Identify supports & services

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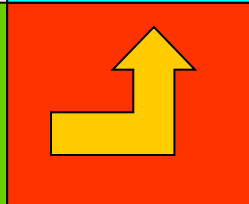
Identify LRE

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Identify responsible parties for implementation

On going process

Ongoing support & monitoring

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Related Services

- Transportation
- Audiology
- Counseling and Mental Health
- School Health Nursing
- Occupational Therapy
- Physical Therapy
- Vision Orientation and Mobility

- Speech and Language Therapy
- Assistive Technology Consultation
- Visual Impairment, Including Blindness
- Deaf-Blindness
- Adapted Physical Education

Services on behalf of a student:

- may include consultation and collaboration with school team members
- the training of other school personnel working with the student
- student-centered discussions with outside personnel involved with the student's case
- adapting and acquiring materials and equipment

Services to a student:

- may be delivered individually, in a group or with other team members

- may be delivered inside or outside of the classroom setting

- the IEP team should carefully consider the impact of removing a student from class when determining the location for delivery of services

How are Related Services provided?

- Delivery of related services is determined by the IEP team, guided by the expertise of the service provider.

- Services may be provided either as services to a student or on behalf of a student in order for the student to access, participate, and progress in the general education curriculum.

How is the need for Related Services determined?

- The IEP team determines whether a student requires a particular related service in order to benefit from special education.

Other services provided by the Department of Special Education

- Psychological Services

- Child Find Services

- Partners for Success Parent Center

Handling Disagreements

Parental Rights

- Allows parents to ask for mediation
- May request an independant facilitator to guide an IEP meeting

Who's Who in PGCPS in the Department of Special Education

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Summary

- Know your child

- Set realistic expectations

- Keep your eye on the goal of LRE

- Be an active participant in your child's IEP

Resources

- Family Support Services: http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/infant_toddlers/about/family_support_services.htm

- Maryland Learning Links

  http://www.marylandlearninglinks.org/

QUESTIONS?

Thank you!