



Intellectual and Developmental Disabilities Commission

Special Education Committee Agenda

Date: July 23, 2025

Time: 4-5pm

Location: Zoom Link

Facilitator: Committee Chair, Yvonne VanLowe

- Call to order, Chair
- Approve Meeting minutes and Agenda
- Old Business
 - o Response from MCPS on data request
- Discuss Special Education Priorities to present to the full Commission
- Adjournment

ADA Reasonable Accommodation: Sign language interpreter services and other types of reasonable accommodations will be provided upon request preferably 5 business days or with as much advance notice as possible. Please call 240-753-4218 or via MD Relay at 711 or email Crystal.Britto@montgomerycountymd.gov. In all situations, a good faith effort (up until the time of the event) will be made to provide accommodations.

IDDC Special Education Committee Draft Priorities

Advocacy Priority

Issue:

There is a need to provide members of the intellectual development and disability (IDD) community with education and training to assist them in advocacy efforts.

Priority:

The IDDC proposes to develop and implement a two-part event tailored to the IDD community. The IDDC will seek to partner with Montgomery County members of the Maryland Association of Non-Public Special Education Facilities (MANSAF) and MCPS' Specialized Support Services Director and Student Support Officer to plan and execute this event.

- The first event will be a virtual listening session in which members of the IDD community will be invited to share their experiences and challenges related to special education services in Montgomery County. The goal of the listening session is to understand the needs and preferences of the community.
- The second event will be an in-person advocacy workshop focused on the learnings from the virtual listening session. The purpose of the workshop is to provide parents, caregivers and guardians of students with IDD or students receiving special education services, people with IDD, educators and other community stakeholders with the tools to enable them to advocate effectively for their needs. Advocacy becomes a tool. The workshop will provide education about the IDD community within Montgomery County as well as identify services and resources. Most importantly the workshop will provide information on special education advocacy at the local and state level.

Desired Outcome:

The desired outcome of advocacy workshop is to equip participants with the knowledge and skills to effectively advocate for change, including understanding policy advocacy. Ultimately, the goal is to empower individuals and communities to address issues and promote positive change.

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Priority: Workgroup with MCPS/BOE to increase communication and accountability regarding IEP goal progress.

Issue:

Parents need more accountability from school-based teams in progress reporting to draw parents' attention to negligible student progress toward IEP goals. Increased accountability must include:

1. Consistently communicating about a student's unique pathway toward achieving developmentally-appropriate milestones; and
2. Proactively explaining indicators suggesting that IEP goals may not be achieved in the targeted timeframe.

Priority:

The IDDC proposes the creation of a collaborative workgroup between MCPS, Montgomery County BOE and the greater Montgomery County community that will accomplish these outcomes for parents/guardians of students with IDD:

1. Explore communications standards for increased parent accountability from school-based teams on progress reporting
2. Define a new progress reporting standard to proactively engage parents in planning and revising IEP goals (i.e., before the end of the second quarter of the school year) if progress toward goals is either not emergent or not yet initiated by December

Desired Outcomes:

It will be helpful for parents/guardians to better engage in the IEP Review Process if at least one member of the school-based team will initiate a parent conference that meets these criteria:

1. Occurs before the end of the second quarter of the school year (i.e., before Winter Break)
2. Includes, at a minimum, a discussion of the goal(s) that are not on track to be met before the end of the IEP period
3. Introduces recommendations from the school-based team for directing student attention toward the goal(s) and a timeline for reviewing and redefining the goal(s) of concern

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