

FAMILY SUPPORT SERVICES & RESOURCE CENTER



*A Resource Center for
Families and Schools Serving
Families and Educators of
Children with Special Needs*

*The Family Support Resource
Center is located at Denton
Elementary School 303 Sharp
Road Denton, MD 21629*

*Contact:
Family Resource Coordinator
410-479-3609*

*The Resource Center is a partnership
between the local school system and
the Maryland State Department of
Education.*

*The purpose of the Center is to
provide the skills and knowledge that
will enable families of children and
youth with disabilities, birth to 21
years of age and professionals to
function as equal partners in the
educational decision making process
and to assist families in accessing
services for their children.*



*Family Support Services helps families
and educators in Caroline County by:*

- ❖ *Providing support,
information and resources on
disabilities and community
services*
- ❖ *Assisting families to resolve
concerns and make informed
decisions regarding their
child's education*
- ❖ *Increasing parent involvement
and collaborative partnerships
between families and
professionals*

Services Include:

- ❖ *Special Education Resources*
- ❖ *Assistance with the IFSP &
IEP*
- ❖ *Consultation*
- ❖ *Newsletters*
- ❖ *Information & Referrals*
- ❖ *Seminars, Workshops & Guest
Speakers*
- ❖ *Lending Library*
- ❖ *Facilitation of Support Groups*
- ❖ *Information about local, state
and national parent
organizations.*

Caroline County Public Schools Special Education



Our Vision...

*A collaborative team of educators,
parents and community
organizations that engage and
empower our students with special
needs to develop to their maximum
potential in their school and
community.*

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Parental Rights & Special Education Process Summary

Procedural Safeguards Notice

The procedural safeguards notice includes a full explanation of parental rights in an easily understandable manner and in a parent's native language. This procedural safeguards notice applies to children and families receiving services through an Individualized Family Service Plan (IFSP) and to children and youth with disabilities receiving services through an Individualized Education Program (IEP).

Native Language

Parents have the right to receive information in the language they understand.

Electronic Mail

Parents may choose to receive notices electronically if this option is available.

Prior Written Notice

Parents have the right to receive written information about the public agency's actions concerning their child's early intervention services or special education.

Consent

A public agency must have parental consent to assess a child for early intervention and special education and related services, and before providing early intervention, special education, and related services. Parents have the right to withdraw consent at anytime. There are some exceptions to consent for evaluation.

In addition to the actions for which the IDEA requires parental consent (initial evaluation, initial provision of services, and reevaluation), Maryland law requires that an IEP team must obtain the written consent of a parent if the team proposes to:

- Enroll the child in an alternative education program that does not issue or provide credit towards a Maryland High School Diploma;
- Identify the child for the alternative education assessment aligned with the State's alternative curriculum; or
- Include restraint or seclusion in the IEP to address the child's behavior as described in COMAR 13A.08.04.05.

If the parent does not provide written consent to any of the proposed actions listed above, the IEP team must send the parent written notice of their consent rights no later than five (5) business days after the IEP team meeting informing them that:

- The parent has the right to either consent to or refuse to consent to the action proposed; and
- If the parent does not provide written consent or a written refusal within fifteen (15) business days of the IEP team meeting, the IEP team may implement the proposed action.

If the parent refuses to consent to any of the proposed actions listed above, the IEP team may use the dispute resolution options listed in Education Article §8-413 (mediation or due process) to resolve the matter.

Surrogate Parents

The local lead agency or the local school system shall assign a surrogate parent to represent an eligible child if:

- The parent cannot be identified;
- The public agency after reasonable efforts cannot find the child's parent; or
- The child is a ward of the State of Maryland.

Independent Education Evaluation

If a parent disagrees with an evaluation completed by the public agency, the parent has the right to have the child evaluated by someone who does not work for the public agency.

Confidentiality of Information

Parents have the right to review their child's records and ask the public agency to correct their child's record if they think the record is not correct. Parents have the right to consent to release information about their child, yet consent is not required in some circumstances. Parents have the right to expect the public agency to keep their child's early intervention or educational records confidential and ask the public agency to destroy their child's educational information when it is no longer needed.

Discipline of Children with Disabilities

Parents have the right to specific procedures and protections if the public agency takes certain disciplinary actions towards their child. A public agency must provide a child educational services, after the child's removal for more than 10 days in a school year for a violation(s) of a student code of conduct. Applies to children ages 3-21 with an IEPs or an Extended IFSP.

Parental Unilateral Placement of Children in Private Schools at Public Expense

IDEA does not require a public agency to pay for the cost of education, including early intervention or special education and related services, of a child with a disability at a private school if the public agency made a free appropriate public education (FAPE) available and the parent chose to place their child in a private school.

Transfer of Parental Rights at age of Majority

In Maryland, parental rights do not transfer to children with disabilities on reaching the age of majority (18 years of age), except under limited circumstances.

Resolving Disagreements

The following procedures describe the processes available to parents and public agencies for resolving disagreements regarding a child's early intervention or special education program and related services. These options include mediation, State complaint, and due process complaints. *Mediation- If, during an IEP meeting, a parent disagrees with the child's IEP or the special education services provided to the child, the IEP team shall provide the parent with, in plain language: an oral and written explanation of the parent's right to request mediation; contact information, including a telephone number that a parent may use to receive more information about the mediation process; and information regarding pro bono representation and other free or low-cost legal and related services available in the area. If the native language, spoken by the parent who requests this information, is spoken by more than 1% of the CCPS student population, the parent may request the information be translated into the parent's native language and the IEP team shall provide the parent with the translated document within 30 days of the requested document. A CCPS staff member shall be available to assist the parent to understand the mediation process. The parent should be referred to the CCPS Special Education Office at the Board of Education. (See Mediation/Free lost cost assistance flyer)*

Attorney Fees

In any action or proceeding brought under IDEA, the court may award reasonable attorneys' fees to the parent /guardian(s), public agency, MSDE, or any prevailing party.

IDEA Dispute Resolution Process Comparison Chart

The chart outlines the IDEA Dispute Resolution Process in a visual format – located on page 27 of the Procedural Safeguards manual.

Special Education Process



What Special Education Services are Available?

Special education services designed to meet the needs of students with disabilities may include classroom instruction, physical education, vocational education and/or language and speech therapy. Related services are services required to assist a student with disabilities to benefit from their special education services and may include speech pathology, physical and occupational therapy, audiology, psychological services and counseling. Special education and related services are provided to students with disabilities based on their educational needs within the least restrictive environment. Services are based on the student's needs and determined by the IEP Team that considers learning environments, including the general education classroom with consultative services, general education classroom with special education services, special education classrooms, special education schools and residential settings. Home and hospital instruction may also be provided to students who unable to attend school due to a physical disability, long-term illness, or an emotional condition, if a doctor's order is provided.