

possible, during the extended school closure. If an IEP meeting is held, it is important to understand that no changes in services can be implemented, even if you ultimately agree to them at the IEP team meeting, until a reasonable time after the school system provides you with written notice (prior written notice) of decisions made through the IEP team process.

- ***What if it is time for my child's annual review?***

If the team believes that they have enough data and information to review and revise the IEP, if appropriate, the IEP team, including you, should meet by teleconference or other means to complete the process. If the team does not have access to the data necessary to conduct the annual IEP review, the IEP team should document this and the meeting will need to be delayed until school reopens.

- ***What happens if the school cannot provide all of the services, goals or objectives in my child's IEP or they regress during the closure of school buildings?***

Once schools reopen, your child's IEP team, which includes you, will need to meet to determine whether, and to what extent, compensatory services will be needed. The IEP team, including you, will determine if there was a decline in skills or a lack of progress in the general education curriculum or on the IEP goals during the extended school closure.

- ***What if my child was in the process of being evaluated before school buildings closed?***

If the evaluations can be done remotely the team may continue to complete them and move forward with determining eligibility if you provide written consent. Be prepared that the process may have to be delayed until school can resume. If assessments are needed that require face-to-face interaction with your child and there is not enough data to determine eligibility without those assessments, the team should note this and complete the process once schools reopen.

- ***What do I do if my child's circumstances have really changed (e.g., new behaviors?)***

You should share your concerns with your child's IEP case manager or other school staff that is working with your child. If you and the school staff agree to make additions or changes to the IEP to address the child's needs, that can be done through an amendment.

If necessary, an IEP meeting can be called to address these concerns during this time if you and the school staff cannot agree on how to amend the IEP. In addition, when school resumes the IEP team, including you, will meet to discuss any concerns you have including any changes or additional needs your child may have developed during the time that school buildings were closed.

- ***My child attends a non-public school. Do these questions and answers apply to us?***

Yes, these questions and answers apply to all students receiving special education services in Maryland regardless of their placement.

- ***Where can I get help if I have more questions?***

Each local school system and the MSDE have a family support services office. See the attached listing of contacts provided at the end of this document.

Strategies for a Successful Partnership

It is very important that you remain engaged with your child's team so that they will understand your concerns and do their best to provide the educational support that you and your child may need during this challenging time. In order to fully participate in these important conversations, please consider the following ideas and questions for discussion.

Review your child's IEP and feel comfortable asking questions, such as:

- When and how, specifically, will instruction be offered?
- What if my child misses a class as the result of illness or internet issues?
- How will work be collected and how will feedback be provided?

Understand that your child may learn and respond differently when learning at home rather than at school. You may ask:

- How will information or data be collected so that we know if my child is making progress on their IEP goals?
- What types of notes, video, photos, or work samples would be beneficial for me to collect?
- With whom and when can I share this information, especially if my child is beginning to struggle?

Be both honest and realistic about how you will be able to assist you your child with their learning activities. You may wish to discuss:

- How your situation, or your family's situation, impacts how you are able to support your child's learning, including your work schedule and other family obligations.

Distance learning requires access to and knowledge of technology that not everyone has. You may ask:

- If necessary, how can you borrow the assistive technology devices that your child will need to participate in distance learning?
- How can you access the training or support you may need for your child to be able to fully participate in instruction?

Request a communication schedule and a way to stay in touch with your school contact. You may discuss:

- Who will be your LSS contact person for you to share your child's progress, successes and any concerns?

- Will we have a regular schedule for communication to share strategies, concerns, and successes?
- What if I have questions for someone else like the speech therapist or occupational therapist?

And finally, please remember that we are all in this together. We all want to see your child be successful at home and we all look forward to their successful return to school.

Resources

- [SERVING CHILDREN WITH DISABILITIES UNDER IDEA DURING SCHOOL CLOSURES DUE TO THE COVID-19 PANDEMIC, TAB 20-01](#)
- [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(March 2020\)](#)
- [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)

For more information, contact the Maryland State Department of Education Family Support Services Specialists in the Division of Early Intervention and Special Education Services at 410-767-0255 or 410-767-7770.

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*Division of Early Intervention and Special Education Services
Family Support Services*

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A Parents' Guide: Navigating Special Education during the COVID-19 Pandemic

Appendix: Maryland Local Family Support Services

Jurisdiction	Contact Name	Contact Phone	Contact Email
Allegany Birth -5	Janie Bucy	240-920-6829	Janie.bucy@acpsmd.org
Allegany 5 -21	Gena Fairall	240-920-6829	Regena.fairall@acpsmd.org
Anne Arundel Birth – 5	Christa Bellanca	410-222-6911	cbellanca@aacps.org
Anne Arundel 5 - 21	Leanne Carmona	410-222-3805	lcarmona@aacps.org
Anne Arundel 5 - 21	Kathy Flaherty	410-222-3805	kmflaherty@aacps.org
Anne Arundel 5 - 21	Chris Ostendorff	410-222-3805	costendorff@aacps.org
Anne Arundel 5 - 21	Aretha Perry	410-222-3805	aperry1@aacps.org
Anne Arundel 5 - 21	Estefania Holler	410-222-3805	eholler@aacps.org
Anne Arundel 5 - 21	Holly Willis	410-222-3805	hwillis@aacps.org
Baltimore City Birth – 5	Davon Wilson	410-396-1666	Davon.wilson@baltimorecity.gov
Baltimore City Birth – 5	Tody Hairston-Fuller	410-396-1666	Tody.hairston-fuller@baltimorecity.gov
Baltimore City 5 – 21	Michelle Grant-Thornton	443-642-3848	pfs@bcp.k12.md.us
Baltimore Birth - 5	Debbie Page	410-809-9696	Dpage2@bcps.org
Baltimore 5 - 21	Ellen Galvez	410-887-5443	egalvez@bcps.org
Calvert Birth – 3	Robin Sanders	443-550-8406	sandersr@calvertnet.k12.md.us
Calvert 3 - 21	Sue Ralowski	443-550-8375	parentconnections@calvertnet.k12.md.us
Caroline Birth – 21	Cynthia Brummell	410-479-3609	Brummell.cynthia@ccpsstaff.org

Jurisdiction	Contact Name	Contact Phone	Contact Email
Carroll Birth - 21	Tammy Chisholm	410-751-3955	tlchish@carrollk12.org
Cecil Birth - 21	Mary Amerman	410-996-5637	mfamerman@ccps.org
Cecil Birth - 21	Katie Seymour	410-996-5637	kfseymour@ccps.org
Charles Birth – 21	Debbie Gilley	301-934=7456	dgilley@ccboe.com
Dorchester Birth - 21	Bonnie Kinsey	410-901-6915	kinseyb@dcpsmd.org
Dorchester Birth – 21	Carmen McCroy	410-901-6915	mccroy@dcpsmd.org
Frederick Birth - 5	Julie DeRoner	301-600-1617	jderoner@frederickcountymd.gov
Frederick 5 – 21	Cara Phillips	240-236-8744	Cara.phillipsfcps.org
Garrett Birth - 21	Sondra Tasker	240-321-2085	Sondra.tasker.2@garrettcountyschools.org
Harford Birth – 5	Carie Sadowski	410-638-3823	Carie.sadowski@hcps.org
Harford 5 - 21	Caroline Bond	410-273-5579	Caroline.bond@hcps.org
Howard Birth - 21	Ann Scholz	410-313-7161	Ann_scholz@hcpss.org
Howard Birth - 21	Lisa Richer	410-313-7161	Lisa_richer@hcpss.org
Kent Birth – 21	Nancy Martin	410-778-5708	nmartin@kent.k12.md.us
Maryland School for the Blind Birth – 21	Renee Kirby	410-444-5000	reneek@mdschblind.org
Maryland School for the Deaf Birth - 21	Cheri Dowling	443-277-8899	Cheri.dowling@msd.edu
Montgomery Birth – 5	Tyese Dillard	240-777-4881	Tyese.dillard@montgomerycountymd.gov
Montgomery 5 - 21	Mary Rose Catena	240-740-3880	Maryrose_catena@mcpsmd.org
Prince George’s Birth – 5	Rachel Dabney-Rice	240-521-5054	Pg_rachel.dabneyrice@pgcps.org
Prince George’s 5 - 21	Beth Diaite	301-431-5675	Beth.diaite@pgcps.org
Prince George’s 5 - 21	Cohinta Velarde	301-431-5675	Coh.velardehernandez@pgcps.org
Prince George’s - 21	Marsie Torchon	301-431-5675	Martha.torchon@pgcps.org
Queen Anne’s Birth – 5	Laura Oesterling	443-786-0626	Laura.oesterling@qacps.org

Jurisdiction	Contact Name	Contact Phone	Contact Email
Queen Anne's 5 - 21	Jennifer Doege	410-758-2403 x 135	Jennifer.doege@qacps.org
Somerset Birth – 21	Joy Hale	410-999-1016	jahale@somerset.k12.md.us
St. Mary's Birth – 5	Kristen Paul	240-237-3751	kapaul@contracted.smcps.org
St. Mary's 5 – 21	Robyn Roberts	240-309-4113	partnersforsuccess@smcps.org
Talbot Birth – 21	Stacey Behrens	410-822-0330	sbehrens@talbotschools.org
Washington Birth – 21	Marlene Powell	301-766-8221	powelmar@wcps.k12.md.us
Wicomico Birth – 21	LaVon Adkins	410-677-5250	laadkins@wcboe.org
Worcester Birth – 21	Jessica Tawes	410-632-5234	Jtawes@worcesterk12.org

For more information, contact the Maryland State Department of Education Family Support Services Specialists in the Division of Early Intervention and Special Education Services at 410-767-0255 or 410-767-7770.

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