

Hand-In-Hand

Parents and Educators Working Together

A joint publication of the Special Education Citizens' Advisory Committee (SECAC) and the Baltimore County Public Schools, Office of Special Education. Its purpose is to provide families and staff with information related to children with disabilities.

Special Education Resource Edition

2019-2020

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The purpose of this Special Edition is to provide information and resources to parents and caregivers of students with Individualized Education Programs (IEPs) in Baltimore County Public Schools.

As a parent of a child with a disability, you should ask questions and request help when you feel you need it. This guide contains useful tips and worksheets to assist you as an important member of the IEP Team.

BCPS IEP Team Belief Statements

- Each child and every team is unique.
- Each team member has a role in making sure all parties will feel heard, valued and understood.
- Team members have a responsibility to maintain a climate of civility at all times; communication amongst team members will be proactive, open, honest, respectful, and inclusive.
- The student will be at the center of all team discussions, and decisions should be based on a data-driven body of evidence.
- Each team member has a responsibility to engage in on-going, positive relationships as the foundation for an effective team process.

Special Education Resource Center

serc@bcps.org (410) 887-5443

- **Special Education Resources**
- **Information and Referral**
- **Confidential Consultation**
- **Free Parent Workshops**
- **PTA Special Education Liaison Project**
- **Hand-in-Hand Newsletter**
- **IEP Process Consultation**
- **Lending Library**

The Resource Center supports parents of children with disabilities, ages birth to 21. The mission is to promote positive, effective partnerships within the school community.

The purpose of the Resource Center is to support you and your child!

**Open during the schoolyear:
Monday-Friday 8:30 a.m. -3:30 p.m.**

Parent Liaison, Ellen Galvez

Special Education Resource Center

Located @ White Oak School, 8401 Leefield Road, Baltimore, MD 21234

We're here to help!

Special Education Timeline at a Glance

Timeline	Requirements for Initial Evaluation
	<p>A student with a suspected disability who may need special education shall be referred, in writing, by a parent of a student or a public agency to an IEP team. The written referral begins an overall 90 day timeline for completion of the initial evaluation.</p>
<p>Up to 60 Calendar Days</p>	<p>IEP Team meets to review existing data, information from parents and additional data. For each child needing further assessment, parent consents to an evaluation. Recommended assessments are completed by school staff and assessment reports, including information from the parents, are written.</p> <p>The IEP Team has up to 60 calendar days to complete the evaluation and reconvene to share results.</p>
<p>Up to 30 Calendar Days</p>	<p>If the child is determined to be a child with a disability requiring the provision of special education services:</p> <p>An IEP is developed by the school staff with input from the parents within 30 days of the meeting to review assessment results. The IEP Team reviews the IEP, identifies services needed to implement the IEP, and considers options for the provision of services in the least restrictive environment.</p>
<p>ASAP</p>	<p>IEP is implemented as soon as possible.</p>
<p>1 Year</p>	<p>An Annual Review of the IEP takes place within one year. It is permissible for the IEP Team to meet to review and revise the IEP sooner if necessary.</p>
<p>3 Years</p>	<p>A Reevaluation takes place within three years. It is permissible for evaluations to be updated or additional evaluations to be requested sooner if necessary.</p>

IEP Team Meeting Tips for Parents

- ◆ **Be prepared to describe your child.** You know your child best. Tell the IEP Team what you think your child is capable of doing now and what you see your child doing in the future.
- ◆ **Bring someone who knows your child.** If you wish to request the presence of someone who tested your child or whose input you feel may be helpful, tell the IEP Chairperson before the meeting. If the person is available, they may attend. You may also bring a friend or advocate who knows your child.
- ◆ **Stay focused on your child's needs.** Stick to matters that relate to your child's educational needs and the development of your child's IEP.
- ◆ **Write down your questions and comments.** Bring them with you. IEP meetings can be overwhelming, you don't want to forget any of your thoughts.
- ◆ **Use other IEP Team members as resources for you and your child.** In addition to **you**, as the parent or guardian, the IEP Team includes: at least **one general education teacher**, at least **one special education teacher**, a **representative of the school system qualified to provide or supervise the provision of specially designed instruction; knowledgeable about the general curriculum; and knowledgeable about the school system's resources (typically the IEP Chairperson)**, **any professionals who have assessed your child** (i.e. psychologist, speech pathologist, vision teacher), and **your student** when appropriate.
- ◆ **Understand your options about attending the IEP meeting.** If you are unable to attend an IEP meeting, other methods such as video conferencing or teleconference calling, can be used to ensure your participation. In addition, for any IEP meeting other than the annual IEP meeting, you and your local school system can agree not to convene an IEP meeting and instead develop a written document to amend or modify your child's IEP.
- ◆ **Parental consent is required in order to initiate special education and related services.** However, a parent's signature is **not** required for changes or subsequent IEPs. A school system may request your signature to indicate your attendance at an IEP meeting.

Parent Checklist for an IEP Team Meeting

Before:

Ten (10) business days prior to the team meeting

- I received written notice of the scheduled IEP meeting at least 10 days in advance. (Or I agreed to waive my rights to 10 day notice.)
- I was given alternate ways to participate in the IEP meeting or an alternate date was provided if I was unable to physically attend the meeting.

Five (5) business days prior to the team meeting

- I received documents (assessments, draft goals) for the IEP meeting 5 business days in advance of the meeting.

During:

- The purpose of the team and the roles of team members are stated clearly and are understood by all. Parents are equal team members.
- Team members' contributions are listened to and considered with respect. **My role as a parent is critical as parents:**
 - ◇ Provide information about their child's abilities, interests, performance, and history;
 - ◇ Participate in the discussion about the child's needs;
 - ◇ Join other team members in deciding how the student will participate in assessments and the general curriculum, what services the school system will provide and in what setting.
- Team members remain flexible and open minded.
- Team members communicate clearly with limited use of jargon, acronyms, or unfamiliar terms.
- All school staff believe in my child's right to be included in general education and are committed to helping my student succeed.

After:

- An oral summary is given at the end of the meeting that indicates next steps and identifies those individuals responsible for follow-up. A written team summary is provided within **ten (10)** business days of the meeting. (Prior Written Notice)
- Not later than **five (5)** business days after a scheduled IEP Team meeting, school personnel are to provide you with an accessible copy of the completed IEP.

Understanding Your Child's Individualized Education Program (IEP)

Where to Find it...

- **IEP Cover Page - Student Information**
 - ◇ Student and School Information
 - ◇ IEP Team Participants
- **Section I - Meeting and Identifying Information**
 - ◇ Eligibility
 - ◇ Student Participation on District/ Statewide Assessments and Graduation Information
- **Section II - Present Levels of Academic Achievement and Functional Performance (PLAAFP)**
 - ◇ Academic
 - ◇ Behavioral
 - ◇ Health/ Physical
 - ◇ Parent Input
- **Section III - Special Considerations and Accommodations**
 - ◇ Communication
 - ◇ Assistive Technology
 - ◇ Services for Students who are Blind or Visually Impaired
 - ◇ Services for Students who are Deaf or Hearing Impaired
 - ◇ Behavioral Intervention
 - ◇ Services for Students with Limited English Proficiency
 - ◇ Instructional and Testing Accommodations
 - ◇ Supplementary Aides, Services, Program Modifications And Supports
 - ◇ Extended School Year
 - ◇ Transition/ Transition Activities/ Anticipated Services
- **Section IV - Goals**
- **Section V - Services**
 - ◇ Special Education Services
 - ◇ Related Services

Understanding Your Child's Individualized Education Program (IEP)

Where to Find it...

- ◇ Career and Technology Education Services

- **Sections VI - Placement Data**

- ◇ Least Restrictive Environment (LRE) Decision Making & Placement Summary

- ◇ Special Transportation Considerations

- ◇ Student Count Eligibility Codes

Parent Participation at IEP Meetings

Parent input is a critical part of the IEP process. The input and concerns from parents and students **must** be considered in the development of the IEP. The IEP Team should specifically record input from parents. Parents offer insight into past educational experiences and can help team members understand the student's strengths, needs, frustrations and interests. You will find the parent input page in **Section II Present Levels of Academic Achievement and Functional Performance** in your child's IEP.

Below is a worksheet to help you organize your thoughts about your child:

What is the parental input regarding the student's educational program?

What are the student's strengths, interest areas, significant personal attributes, and personal accomplishments? (Include preferences and interests for post-school outcomes if appropriate.)

How does the student's disability affect involvement in the general education curriculum?

IEP Meeting Worksheet

Use this sheet to keep your thoughts and concerns organized for your IEP meeting.

Date	Student's Need/ Request	School's Response	Implementa- tion Date	Person Responsible

Preparing a Home File for Your Child

- **Use a 3 ring binder** with dividers to compile important information such as school reports, notes from teachers, student's work samples, evaluations, health records, IEPs, team notes, communication logs, etc.
- **Arrange your binder** chronologically or by topic.
- **Create a log** to keep track of phone conversations, emails or visits with school personnel. Record your notes after phone calls or meetings.
- **Record dates, purpose, and outcomes** of all visits, appointments, communications and conferences at the school.
- **Make sure** the school has copies of reports from outside educators, psychologists, speech therapists etc. in their files.
- **Write down** key terminology that relates to your child's diagnosis and learning needs; get explanations and examples from professionals.
- **Keep a copy** of everything for yourself and ask for copies of reports or files regarding your child. Make sure items are dated.

A record book is a powerful and useful tool you can use to facilitate home/ school partnerships to help provide the most appropriate education for your child.

Who do I call? What do I say?

Situation	Who you call	What you can say
You believe your child is falling behind or struggling in his/ her schoolwork.	The classroom teacher	I would like to meet with you because I am concerned that my child is falling behind or struggling in his/ her work.
You believe your child is having too much difficulty for the classroom teacher to handle alone.	The classroom teacher, the special education teacher then the Assistant Principal and/ or Principal if necessary	I would like a conference because I am concerned about the lack of progress my child is making. I'm wondering if more supports are necessary.
Your child has been getting into trouble because of his/ her acting-out behavior.	The classroom teacher, the special education teacher, then the Assistant Principal and/ or Principal if necessary	I would like a conference about my child's behavior because I am concerned he/ she is missing too much class time with all the time-outs and removals.
You don't think your child's IEP is being followed.	The classroom teacher, the special education teacher, and the IEP chairperson	I would like to call the IEP Team together because I have some concerns about how the IEP is being implemented. Perhaps some changes need to be made to the IEP.
You have some ideas about strategies that could help your child in class and with schoolwork.	The classroom teacher, the special education teacher and then the IEP chairperson if necessary	I would like to have a parent-teacher conference about ways my child could do better in class. (This could also be discussed in an IEP team meeting.)
You think there is a need to have your child evaluated because you suspect he/ she might have a disability.	The IEP chairperson	I would like to meet to talk about my child having an evaluation because I am concerned about why my child is not doing well in school.
You are nervous about an upcoming IEP team meeting.	A family member, friend, or outside professional	Would you be able to come to my child's meeting with me? (Be sure to notify the school you will be bringing someone with you.)

Important School Contacts

Contact	Name	Phone	Email
School Principal			
IEP Chairperson			
Special Education Teacher/ Case Manager			
General Education Teacher			
School Counselor			
School Nurse			
School Psychologist			
Therapist (OT, PT, Speech)			
Therapist (OT, PT, Speech)			
School Social Worker			
Bus Driver/ Bus Aide			
Other			

Community Zones 2019-2020 School Year

Community Superintendent East Zone George Roberts (443) 809-4316	Community Superintendent Central Zone Cristina Byers (443) 809-8760	Community Superintendent West Zone Dr. Raquel Jones (443) 809-8767
<i>Executive Director School Support Secondary</i> <i>Susan Truesdale (443) 809-3235</i> OSE: Jackie Hardwick (443) 809-3660	<i>Executive Director School Support Secondary</i> <i>Samuel Mustipher (443) 809-8764</i> OSE: Jackie Hardwick (443) 809-3660	<i>Executive Director School Support Secondary</i> <i>Brian Scriven (443) 809-8740</i> OSE: Jackie Hardwick (443) 809-3660
Chesapeake HS Dundalk HS Eastern Technical HS Kenwood HS Overlea HS Patapsco HS Perry Hall HS Rosedale Center * Sollers Point Technical HS Sparrows Point HS	Dulaney HS Franklin HS G.W. Carver Center for Arts and Technology Hereford HS Loch Raven HS Owings Mills HS Parkville HS Pikesville HS Towson HS	Catonsville HS Catonsville Center for Alternative Studies * Lansdowne HS Milford Mill HS New Town HS Randallstown HS Western School of Technology and Environmental Science Woodlawn HS
<i>Executive Director School Support Secondary</i> <i>Susan Truesdale (443) 809-3235</i> OSE: Megan Elwood (443) 809-3660	<i>Executive Director School Support Secondary</i> <i>Samuel Mustipher (443) 809-8764</i> OSE: Megan Elwood (443) 809-3660	<i>Executive Director School Support Secondary</i> <i>Brian Scriven (443) 809-8740</i> OSE: Megan Elwood (443) 809-3660
Crossroads Center * Deep Creek MS Dundalk MS General John Stricker MS Golden Ring MS Holabird MS Middle River MS Perry Hall MS Sparrows Point MS Stemmers Run MS	Cockeysville MS Dumbarton MS Franklin MS Hereford MS Loch Raven Technical Academy Parkville MS Pikesville MS Pine Grove MS Ridgely MS	Arbutus MS Catonsville MS Deer Park Middle Magnet Lansdowne MS Meadowood * Northwest Academy of Health Sciences Southwest Academy Sudbrook Middle Magnet Windsor Mill MS Woodlawn MS
<i>Executive Director School Support Elementary</i> <i>Jane Lichter (443) 809-3235</i> OSE: Rosemarie Lehner (443) 809-3660	<i>Executive Director School Support Elementary</i> <i>Heidi Miller (443) 809-8764</i> OSE: Kellie Loretta (443) 809-3660	<i>Executive Director School Support Elementary</i> <i>Karen Blannard (443) 809-8740</i> OSE: Kirsten Merashoff (443) 809-3660
Battle Monument ** Deep Creek ES Elmwood ES Essex ES Fullerton ES	Carroll Manor ES Cedarmere ES Cromwell Valley Regional Magnet Franklin ES Glyndon ES	Arbutus ES Baltimore Highlands ES Bedford ES Catonsville ES Halethorpe ES

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Hawthorne ES Maiden Choice** Mars Estates ES Martin Boulevard ES McCormick ES Middleborough ES Middlesex ES Oliver Beach ES Orems ES Red House Run ES RICA ** Ridge Ruxton ** Sandalwood ES Seneca ES Shady Spring ES Sussex ES Victory Villa ES White Oak**	Halstead Academy Lutherville ES Mays Chapel ES Millbrook ES Oakleigh ES Owings Mills ES Padonia International ES Pine Grove ES Pinewood ES Pleasant Plains ES Pot Spring ES Reisterstown ES Timber Grove ES Timonium ES Warren ES	Hebbville ES Hillcrest ES Lansdowne ES Relay ES Riverview ES Scotts Branch ES Westchester ES Westowne ES Winand ES Winfield ES Woodbridge ES Woodmoor ES
<i>Executive Director School Support Secondary</i> <i>Jennifer Mullenax (443) 809-3235</i> OSE: Rosemarie Lehner (443) 809-3660	<i>Executive Director School Support Secondary</i> <i>Sharonda Gregory (443) 809-8764</i> OSE: Kellie Loretta (443) 809-3660	<i>Executive Director School Support Secondary</i> <i>Melissa DiDonato (443) 809-8740</i> OSE: Kirsten Merashoff (443) 809-3660
Battle Grove ES Bear Creek ES Berkshire ES Chapel Hill ES Charlesmont ES Chase ES Chesapeake Terrace ES Colgate ES Dundalk ES Edgemere ES	Carney ES Fifth District ES Fort Garrison ES Hampton ES Harford Hills ES Jacksonville ES Kingsville ES Prettyboy ES Riderwood ES Rodgers Forge ES	Campfield Early Learning Center Chadwick ES Chatsworth ES Church Lane ES Deer Park ES Dogwood ES Edmonson Heights ES Featherbed Lane ES Hernwood ES Johnnycake ES

Community Zones 2019-2020 School Year

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Glenmar ES Grange ES Gunpowder ES Honeygo ES Joppa View ES Logan ES Norwood ES Perry Hall ES Sandy Plains ES Vincent Farm ES	Seven Oaks ES Seventh District ES Sparks ES Stoneleigh ES Summit Park ES Villa Cresta ES Wellwood International West Towson ES * Alternative School OSE: Brenda Workmeister	Lyons Mill ES New Town ES Powhatan ES Randallstown ES Woodholme ES ** Special School OSE: Kelly Evans

When you need help regarding questions about Special Education in Baltimore County Public Schools...

Frequent communication is the key to your child's success. Potential issues and concerns might include:	To discuss concerns about your child's special education services you are encouraged to follow these steps:
<ul style="list-style-type: none"> ◆ Questions about service hours or placement ◆ Concerns about lack of progress ◆ Questions about implementation of supplementary aides and services ◆ Information about related services ◆ Questions regarding parental rights and procedural safeguards 	<ul style="list-style-type: none"> ◆ Talk with the teacher/ therapist ◆ Talk with your child's case manager ◆ Talk with the IEP chairperson ◆ Talk with the Principal ◆ Talk with the Special Education Specialist assigned to your school (see pages 14-16) ◆ If necessary contact the Community Superintendent's staff

Remember, in most cases, the best information and answers to your questions can be obtained at your child's school!

Acronyms

The use of acronyms is sometimes confusing. When in doubt, ask for an explanation.

AAS Additional Adult Support	IFSP Individual Family Service Plan
ABA Applied Behavior Analysis	IST Instructional Support Team
ADHD Attention Deficit Hyperactivity Disorder	IDEA Individuals with Disabilities Education Act
ALT-MISA Alternate Maryland Integrated Science Assessment	LRE Least Restrictive Environment
APE Adaptive Physical Education	LSS Local School System
ASD Autism Spectrum Disorder	MCAP MD Comprehensive Assessment Program
ASL American Sign Language	MSAA Multi-State Alternate Assessment
AT Assistive Technology	MSDE Maryland State Department of Education
BIP Behavior Intervention Plan	MTSS Multi-tier System of Support
CCSS Common Core State Standards	OSE Office of Special Education
CLS Communication Learning Support	OT Occupational Therapy, Therapist
COMAR Code of Maryland Regulations	PBIS Positive Behavioral Interventions & Support
DD Developmental Delay	PDD Pervasive Developmental Disorder
DHH Deaf and Hard of Hearing	PLAAFP Present Levels of Academic Achievement and Functional Performance
EL English Learners	PT Physical Therapy, Therapist
ESY Extended School Year	SECAC Special Education Citizens' Advisory Committee
FALS Functional Academic Learning Support	SCLS Social Communication Learning Support
FAPE Free and Appropriate Public Education	SEL Social Emotional Learning
FBA Functional Behavior Assessment	SLD Specific Learning Disability
FTE Full Time Equivalent	SLP Speech Language Pathologist
Gen Ed General Education	SPS Student Planning System (IEP software)
I&T Infants & Toddlers	SST Student Support Team
IEP Individualized Education Program	UDL Universal Design for Learning

Description of Special Education Services

Inclusive Education (IE) Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include: instruction in home settings, in parentally-placed community preschool, pre-kindergarten, and/or licensed childcare settings; instruction in the general education curriculum with modifications; small group pullout resource support; co-teaching; and consultation with general education teachers.

Social Emotional Learning (SEL) Students in need of social emotional services are those whose significant social and emotional difficulties adversely impact their ability to be successful in school without special education supports. Students requiring these services may not be achieving academically due to emotional and social difficulties. Services offered may include: a structured learning environment; behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; restorative practices; and availability of crisis prevention and intervention.

Communication and Learning Support (CLS) Students with IEPs in need of communication and learning support services are those whose complex communication, socialization, and learning needs are a result of having been diagnosed with an Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include: a highly structured learning environment, use of visually based strategies, emphasis on the development of language and social skills, use of sensory processing techniques, and the development of individualized behavioral strategies.

Early Childhood Programs Outside of the General Education Setting These programs meet the individual needs of preschool and pre-k students with IEP's. Services may include a highly structured learning environment, use of multi-sensory approach to learning, specialized instruction as identified by the student's IEP, positive behavior strategies, use of developmentally appropriate practices, use of visual and sensory strategies, use of evidence based strategies and development of social skills within the school environment.

Functional Academic Learning Support (FALS) Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include: instruction in functional life skills curriculum including personal management, community, recreation/leisure, career/vocational, and communication/decision-making. Students are provided with extensive modification of objectives and learning materials, and more time to learn.

Learning Support for Students who are Deaf & Hard of Hearing (D & HH) Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include: communication development, speech and language therapy, aural rehabilitation, instructional support, use of auditory listening devices (ALD), and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.

Social Communication Learning Support (SCLS) These programs meet the needs of students with IEPs in need of social communication learning support services whose complex communication, socialization, and learning needs are a result of having high functioning Autism Spectrum Disorder. Students requiring these services typically have needs in the areas of social communication, social/emotional, executive functioning, sensory integration, social anxiety, and adaptive behavior. Services offered may include: highly structured learning environments, use of visually based strategies, emphasis on the development of language and social competency skills, use of sensory processing techniques, and the development of individualized behavioral strategies.

BCPS Quick Contact Information for Parents

Service	Staff Member	Title	Phone	Email
Adapted Physical Ed	Cyndi Naylor	Team Leader	443-809-3660	cnaylor@bcps.org
Allied Sports	Brad Kressman	Resource Teacher	443-809-2328	bkressman@bcps.org
Art Therapy	Bonnie Kauffman	Therapist	443-809-3660	bkauffman@bcps.org
Assistive Technology	Kama Dwyer	Team Leader	443-809-2299	kdwyer@bcps.org
Autism Waiver	Emily Watts	Service Coordinator	443-809-4130	ewatts@bcps.org
Birth to Five	Paula Boykin	Supervisor	443-809-2169	pboykin@bcps.org
Compliance & Placement	Dan Martz	Coordinator	443-809-3660	dmartz@bcps.org
Deaf and Hard of Hearing Services	Nate Weber	Team Leader	443-809-3660	nweber@bcps.org
Disability Awareness	Nazlah Johnson-Gunthrop	Resource Teacher	410-887-5443	njohnson5@bcps.org
ESOL Welcome Center	Alicia Freeman	Specialist	443-809-6752	afreeman6@bcps.org
Health Services	Deborah Somerville	Coordinator	443-809-6368	dsomerville@bcps.org
Home & Hospital	G. Denise Saulsbury	Supervisor	410-887-3222	gsaulsbury@bcps.org
Law Office	J. Stephen Cowles	Deputy General Counsel	443-809-3060	jcowles@bcps.org
Music Therapy	Bayla Cohen	Resource Teacher	443-809-3660	bcohen4@bcps.org
Occupational Therapy	Beth George	Team Leader	410-887-5441	egeorge2@bcps.org
Physical Therapy	Karen Greeley	Team Leader	410-887-5441	kgreeley@bcps.org
Psychological Services	Alicia Bennett	Coordinator	443-809-0303	mbennett3@bcps.org
Related Services	Maren Townsend	Coordinator	443-809-3660	mtownsend2@bcps.org
School Counseling	Melanie Martin	Coordinator	443-809-0291	mmartin7@bcps.org
School Social Work	Paula Davis	Supervisor	443-809-0305	pdavis5@bcps.org
Special Education Resource Center	Ellen Galvez	Parent Liaison	410-887-5443	egalvez@bcps.org
SST/ 504	Beth Lambert	Facilitator	443-809-9524	blambert2@bcps.org

BCPS Quick Contact Information for Parents

Service	Staff Member	Title	Phone	Email
Speech & Language	Krysten George	Supervisor	443-809-9868	kgeorge2@bcps.org
Teaching & Learning	Brenda Workmeister	Coordinator	443-809-3660	bworkmeister@bcps.org
Transition	Joyce Serio	Team Leader	443-809-3660	eserio@bcps.org
Transportation	Terrence Powell	Liaison Special Education	443-809-4321	tpowell@bcps.org
Vision	Bronwyn Benner	Team Leader	443-809-7502	bbenner2@bcps.org

More Ways to Stay Informed

- ◆ Baltimore County Public Library www.bcpl.info
- ◆ Baltimore County Public Schools <http://www.bcps.org/>
- ◆ Conflict Resolution Center of Baltimore County <http://crcbaltimorecounty.org/>
- ◆ Disability Rights Maryland www.disabilityrightsmd.org
- ◆ Disability Scoop www.disabilityscoop.com
- ◆ Healthy Children/ American Academy of Pediatrics <https://healthychildren.org>
- ◆ Learning Disabilities Association of America <http://ldaamerica.org>
- ◆ Maryland Learning Links <https://marylandlearninglinks.org/>
- ◆ Maryland State Department of Education www.marylandpublicschools.org
- ◆ Maryland Technology Assistance Program <http://mdod.maryland.gov/mdtap/Pages/MDTAP-Home.aspx>
- ◆ Maryland Transitioning Youth www.mdtransition.org
- ◆ National Center for Learning Disabilities <https://www.nclid.org/>
- ◆ The Parents' Place of Maryland <https://www.ppmmd.org/>
- ◆ Pathfinders for Autism <https://pathfindersforautism.org/>
- ◆ Stop Bullying <https://www.stopbullying.gov/>
- ◆ Understood www.understood.org
- ◆ Wrightslaw Special Education Law and Advocacy <https://www.wrightslaw.com/>