



Maryland SESAC

SPECIAL EDUCATION STATE ADVISORY COMMITTEE

JOINT SESAC/SECAC Meeting Minutes

December 10, 2018

Attendees: Jeanne Saum-SECAC Chair/Anne Arundel Co., Samantha Carter-SECAC Co-Chair/Anne Arundel Co., Sheila M. Billups-SECAC Chair/Baltimore City, Edna Williams-SECAC Vice-Chair/Baltimore City, Elisa Hartman-SESAC member, Jennifer Brekke-Miles-SESAC member, Karleen Spitulnik-SESAC member/Statewide, Marjorie Guldan-Carroll County SECAC/SESAC Co-Vice Chair, Kathy Kaufman-SESAC ex-officio member, Maureen Mears-SECAC Chair/Charles Co., Rachel London-SESAC member, Miguel Reyes-SESAC member, Jill Pierce-SESAC member, Juliana Sedgley-SECAC Co-Chair/Frederick Co., Kathy Barazotto-Carroll Co SECAC/SESAC member, Tai Dillard-SESAC member, Valerie Ashton-Thomas-SESAC member, Rene Averitt-Sanzone, SESAC member, Troy Sampson-SECAC Chair/Prince George's Co., Deborah Gross-SECAC Chair/St. Mary's Co., Angie Aldridge-SECAC Vice-Chair/Washington Co., Marlene Powell-SECAC Secretary-SESAC Co Vice-Chair/Washington Co., Jessica Elizabeth Tawes-SECAC Chair/Worcester Co., Pamela Talley-SESAC Co-Chair, Carmen Brown-SESAC member, Leanne Carmona-SESAC Co-Chair, Wendy Balda-SESAC Co Vice-Chair, Rachel Stoyanov-SESAC member, Steve O'Farrell-SECAC Chair/Washington County, Victoria Janssen-SECAC Co-Chair/Queen Anne's Co., Audri Levering-SECAC Chair/Queen Anne's Co., Marcella Franczkowski, Assistant State Superintendent, DEI/SES, Brian Morrison, Branch Chief, Policy & Accountability, DEI/SES.

Staff: Carmen Brown, DEI/SES

Welcome: A welcome was offered to all guests by Assistant State Superintendent Marcella E. Franczkowski. She provided an overview of the work of the Division of Early Intervention/Special Education Services through the *Moving Maryland Forward* Strategic Plan format. The Assistant State Superintendent reviewed each imperative: early childhood, secondary transition, and access, equity, and progress and reviewed how the imperatives are delivered through employing five key strategies for implementation: strategic collaboration, family partnerships, data-informed decisions, evidence-based practices, and professional learning. Ms. Franczkowski reviewed *Regionalization for Results*, how it is operationalized, its implementation, and the anticipated impact. The *Differentiated Framework* was discussed along with the impact of a tiered accountability system for local school systems. Ms. Franczkowski also provided information to the group on the use of an *Integrated Tiered System of Supports*, inclusive of Specially-Designed Learning, that integrates a focus on a student's social emotional learning needs in conjunction with behavioral and academic instruction interventions to decrease opportunity and achievement gaps in performance among student groups. Finally, there was discussion on the importance of the role of local SECACs to the work of the State and each local school system. Ms. Franczkowski's presentation was followed by an open question and answer for all those present.

Introductions: Introductions of all those in the room were exchanged.

Discussion: The agenda was broken up into the following sections and discussions were led by members of the SESAC leadership. Members of SESAC and SECACs were engaged in dialogue and had focused discussions on the following: *What Is SECAC:* Relevant regulations were reviewed as was the purpose of SECAC. Participants were engaged for group dialogue. *Advisory vs. Advocacy:* What is the difference, what is the role of SECAC, and how do you work with leadership within your school system to accomplish your tasks? *Membership:* How do SECACs establish an Executive Committee, who should be at the table, and who are the critical stakeholders? *Recruitment of Stakeholders:* What challenges are faced in local school systems and what are some successful solutions that have been implemented? *Stakeholder Responsibilities:* How do SECACs define roles/responsibilities and how do SECAC members foster critical relationships? *Topics/Process/By-Laws:* What processes are in place, or should be in place, to identify topics, processes and the development and approval of by-laws? *Data:* How does data help to guide informed recommendations, where can the public locate Maryland data, and what does the data tell you? *Use Of Funds:* What monies are allocated to support SECACs in each LSS, how does the federal government guide the use of those funds, what are common uses of funds, and how do SECAC leaders work with local directors of special education to develop annual plans for SECAC?

Public Comment: There were no members of the public present; no comments.