



Maryland SESAC

SPECIAL EDUCATION STATE ADVISORY COMMITTEE

Special Education State Advisory Committee (SESAC) General Meeting Minutes January 11, 2018

Attendance/Members: Kelly Meissner-Chair, Neal Lichter, Karleen Spitulnik, Samantha Carter, Brian Fausel, Jill Pierce, Kathy Barazotto, Elisa Hartman, Audra Charbonnier, Tiombe Olumiji, Dorie Flynn, Marjorie Guldán, Valarie Ashton-Thomas, Pamela Talley, Peaches Wilson, Kathy Kaufman-Vice-Chair, Vittoria Aiello, Ty Blackwell, Jamie Stoner, Rachel London, Marcella Franczkowski

Guests: Audrey Levering, Alma McPherson, Dori Wilson

Absent: Sarah (Sally) Farr, Joyce Abbott, Gaston Gamez, Maura Taylor, Martha Goodman
Carmen Brown, MSDE, Staff to SESAC

- I. **Welcome/Introductions/Minutes** – Kelly Meissner, Chair opened the meeting, provided an opportunity for introductions, and welcomed all members as well as guests. Minutes from September were reviewed, in new format, were approved by all.
- II. **SPP/APR** – Alma McPherson, Branch Chief, Policy and Accountability, began the presentation of the Part B SPP/APR Federal Indicators with an overview of the process of data collection, submission of data to the MSDE, submission of data to the federal government, and a handout containing a review of each indicator was provided to the group. SESAC was reminded of the preliminary nature of the data discussed. Ms. McPherson reviewed Indicator #5 (School-age LRE preliminary results) and Indicator #11 (Child Find Eligibility Determination). Dori Wilson, Branch Chief, Family Support and Dispute Resolution reviewed Indicators #15 (Hearing Requests Resolved) and #16 (Mediation Agreements) in detail and provided pertinent information on the preliminary data collected. Ms. McPherson discussed then preliminary data related to Indicator #8 (Parental Involvement). The SESAC engaged in a discussion regarding a change in the manner in which the State of Maryland's methodology to review the Parent Survey results. Based on the new methodology (percentage of maximum), Indicator #8 (Parental Involvement) preliminary data reflects the new baseline.

DISCUSSION: Questions and discussion surrounded the data, as well as the implications of the preliminary data and not meeting targets.

RECOMMENDATIONS: The SESAC will review and discuss setting targets for FFY 2017 & 2018 at a webinar to be scheduled prior to February 1, 2018 (Scheduled and held on January 29, 2018).

III. High School Graduation Task Force Update – Kelly Meissner is the SESAC representative on the High School Graduation Task Force.

DISCUSSION: Kelly offered a summary of the Task Force discussions to date. SESAC discussion included the Maryland Digital Portfolio, and well as the Alternate Assessment and CTE options available to students.

RECOMMENDATIONS: The SESAC discussed the benefit of looking into National criteria for CTE accommodations and certification.

VI. Every Student Succeeds Act (ESSA) Update – Marcella Franczkowski, Assistant State Superintendent, DSE/EIS led a summary review of the status of the Maryland ESSA Plan.

DISCUSSION: The Plan was submitted to the federal government in a timely fashion, received questions, which were responded to, but was not fully approved by the time of this meeting. More information on the Maryland ESSA Plan can be found at: <http://www.marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx>. Subsequent to the SESAC meeting, on January 17, 2018, the US Department of Education approved Maryland’s ESSA Plan.

RECOMMENDATIONS: The SESAC will continue to receive updates at regularly scheduled meetings. Kelly Meissner will continue to serve on the MSDE ESSA Committee as the Chair and representative of the SESAC.

VII. DSE/EIS Updates - Marcella Franczkowski, Assistant State Superintendent, DSE/EIS facilitated a discussion on implementation of the DSE/EIS Strategic Plan, Regionalization for Results, as well as a discussion on disproportionality and significant disproportionality.

DISCUSSION: Discussion surrounding the DSE/EIS Strategic Plan, Moving Maryland Forward, and how it guides the Regionalization for Results and the work plan for the Division. Measures for success are imbedded as drivers and are focused in three area imperatives: Early Childhood, Secondary Transition, and Access, Equity, and Progress. Using a regionalized model, the Division has developed 15 full-day, face-to-face, professional learning opportunities; five PLOs in each imperative, one per region per imperative. During these PLOs, intensive learning, resources, tool kits, and expectations were delivered.

Discussion on disproportionality and significant disproportionality work provided the SESAC with updates on State Board of Education approval to move forward with the public posting of draft regulations to guide Maryland’s work, as well as plans to develop a digital procedural facilitator for local school systems, along with a self-assessment tool for local school systems.

RECOMMENDATIONS: DSE/EIS should focus training on increasing expectations for students with disabilities for local schools system staff as well as parents, and encourage all to find common ground with the best interests of the students.

VIII. Open Discussion/Public Comment: Comments from guests/public in attendance were welcome throughout the meeting. There was a brief discussion on anticipated legislation this session, as well as a review of the anticipated release of TABs in late winter or early spring: Home & Hospital Instruction-Supplement on Students with Disabilities; Orientation

and Mobility; Students who are Deaf and Hard of Hearing and receive early intervention services through the MITP; and Improving Outcomes for Students with Disabilities: Curriculum, Instruction and Assessment.