

September 2023

CC SECAC Monthly Meeting

In- Person Attendees: Chair, Elise Horne; Co-Chair, Dee Sapp; Secretary, Ylanda Hill, Director, SpEd, Dr. McKinnon; Parent, Sercolia Newsome; Parent, Diane Freeland; Parliamentary, Sequaya Tasker (virtual).

Attendance via Zoom: Michelle Jackson, Stacey Campbell, Rae Mapson, Bobbi Sue Berkebile; Kelsey Graham; Lydia Jackson; Patrice Kelly; Leigh Faulkner; Meredith Jones; Debbie Gilley; Marcia Barbee;

Special Guests: Derrick Terry, Special Education Advocate (in-person), Nicole Kreamer, CC School Board (virtual), Cheryl Fellenz, CC NAACP (in-person)

Agenda:

- Welcome/Introduction of SECAC board members and Dr. McKinnon (acknowledge special guests)
- SECAC Mission Statement, Purpose, Rules for membership/voting Slides
- SECAC Announcements
- Committees
- Partners in Policymaking
- SECAC Awards - Nominations
 - - Dr. McKinnon's Announcements
 - - Agenda items feedback from attendees - Jam Board
 - - Committee Recruitment
 - - Description of committees
 - - SECAC Awards (Dee)
 - - Community Outreach (Elise)
 - - Time expectations
 - - SECAC Awards
 - - Community Outreach (approx. 3-4 hours/event)
- - Instructions on how to sign up (put sign up link in chat)
- - Open Forum
- - Adjourn

Announcements:

Committees:

SECAC Awards Committee (on website and FB)

Community Outreach Committee (on website and FB)

Partners in Policymaking

SECAC Awards Nominations

Special Education Announcement – Dr. McKinnon

- Vacancies
 - 35 teachers
 - Central Office: 5 in SE leadership
 - Normally around 13; Do not have the Instructional Assistants number
 - Affecting Middle School Soar teams the most
 - Hiring freeze for internal hires until October 1 and dependent on school availability to backfill
 - What are the plans to not impact Special Education with hiring issues? They are still recruiting externally. Exploring contracting services; quality and numbers are low; Extending opportunities to work from remote locations (there are no fully remote CCPS employees); Have a bi-weekly HR meeting for strategies; Meet with Elem, Middle, HS every two weeks.
- Adding a Layer of support to Leadership
 - Can't move internal teacher hires into leadership
 - Autism Waivers have expanded in Maryland
 - Presenting at the CC Board Work Session
 - Registered Behavioral Specialists/Behavioral Technicians
 - Onboarding behavioral technician certifications – they are to work with the staff, specifically the general education teachers; they do not attend IEP meetings or telework (K to 5th). Do not have to have a BIP to get Behavioral Technicians support.
 - Compliance Facilitators – only down 1. Elementary does not have Compliance Facilitators
- CCPS Staff should have cameras on in IEP meetings. Parents can request in-person meetings.
- Started early learning center in LaPlata; working on one in Waldorf located in the transition school; 2026 3 and 4-year-olds will come all day; Kennedy Krieger will support with the 3-year-olds to prep them for inclusion Kindergarten.
- Elementary redistricting – looking for parent inputs.
- Non-public placements
- Program Coordinators and Instructional Specialists
- The New School Year SE Newsletter went out this week.
- Slogan: “See the Able; Not the Label”; and planning to include
- Data Accountability: New MD Accommodations Manual; present changes and impacts on families and their IEPs; present an overview at a later meeting.
- New Language Labs:
 - Middle Schools changed their model to look more like HS; to earn more credits like HS; had de-couple English, Lang Arts, and Mathematics.

- Can join language Lab 1 and Lab 2: Lab 1 is further behind on reading; Lab 2 on the bubble, experienced-based; some students not in regionalized programs may not be included; it is individualized. Those who need
- More trade school opportunities
- Alternate Learning Outcomes; Appendix A: MD had added additional layers so that decisions are data driven.
- Dyslexia is one of the highest priorities; special learning disability eligibility codes.
 - Reading is changing for K, 1, 2, 3
 - 60 to 120 minutes
 - Took out the language/reading recovery and included the science of reading (essence of how dyslexia children learn to read).
 - Removal of reading recovery is an issue for parents because it took away direct/one-on-one intervention/support.
 - The data shows a drop, but is not able to show that it is because of reading recovery.
 - 3 instructional assistants for every elementary school
 - Identifying difficulties as early as kindergarten
- CTE – Access has not been addressed, specifically the eligibility criteria. Criteria is used to put names in the lottery which is academically based. The Gates, **Rebecca Pearson – CTE Coordinator** (Possibly have her come speak at SECAC Meeting)– having a capstone exam without having to get the certifications. Increasing access for IEP students...not all jobs warrant certificates for different trades; the result should be focused on the learned skill and experience, not just the certification. It can be created via Capstone; it must include success criteria and not just test results.
- CTE will do their road trip for applications; CCPS will work with IEP students early in the application process and possibly can be completed in the classroom with support.
 - Customized employment at the Special Education Expo (March 16, 2024); in the beginning planning stages.
- WE have a new CC SECAC website on the CCBOE website.
 - www.ccboe.com/parents/charlescounty-secac
- Meeting Minutes and Agendas will be published on our website.
- Dee (Special Education Work Group for the Blueprint)
 - Accessing the Special Education part
 - Goal is to come up with recommendations to share with Governor Moore in January
 - Met today from 4 – 6pm (full recordings available on MSDE website for Blueprint)
 - Bring state level goals and objectives down to the Charles County level so parents can weigh in and influence.
 - Guiding Questions/Areas:
 - What can be done to make the goals more ambitious by working on strategies to get to higher goals

- How can IEP be improved to narrow the achievement gap?
 - Perceptions negatively to impact the child and are projected on the child.
 - Low expectations are life-changing and accumulate year after year
- Intellectual Disabilities are grouped into one category instead of looking at the impact on the individual student
- Rethinking systems of accountability
 - Gen and Spec Ed teachers to have joint planning times
 - Breaking down Silos
 - Gen Ed need ongoing training for special education to help students reach IEP goals
- Collecting and tabulating Student Data
- Blueprint part of SPED LEAs (County School Districts)
 - Action Plan to implement the Blueprint
 - Present to Governor for resources or legislative changes