

November 2023

CC SECAC Monthly Meeting Minutes (Final Draft)

Attendance: Elise Horne (Chair), Sequaya Tasker (former Chair); Ylanda Hill (Secretary), Dr. Tia McKinnon (Director, CCBOE Special Education); Kevin Lowndes (Chief, Teaching & Learning); Denise Demontagnac; Cheryl Fellenz; Tanice Bailey; Linda Warren; Alyssa Ware (V); Bobby Sue Berkebile (V); Lauren Suttan (V); Lisa Maupins (V); Lydia Jackson (V).

*V = virtual attendance

Presenter: Alyssa Ware

Agenda:

- Welcome/Introduction of SECAC board members and Dr. McKinnon (acknowledge special guests)
- - Announcements
- - Presentation(s)
- - Open Forum (time permitting)
- - Approval of Previous Month Minutes
- - Adjourn

Announcements:

Dr. McKinnon shared the new 2023 Policy and Procedures: Special Education Process, Parental Rights Maryland Procedural Safeguards Notice, The Alternate Education Framework; she will hold a parent meeting to discuss this in more detail.

Addressed incorrect information regarding providing 10-day notice for bringing an advocate to IEP meetings.

Presentation:

Alysa Ware, Family Voices, Executive Director
“Navigating School Systems”

-Researcher that focuses on Autism.

-Parent of a daughter with Autism.

-Focusing on your role navigating the school system and how the medical community integrate and inform each other. Really focusing on Southern MD; how to better support families in Southern MD.

Objectives:

1. Define the legal role and limits of schools with special needs children.
 - a. “Appropriate” education – a different standard must be used with special needs children not fully mainstreamed.
 - b. IDEA (Federal Law, Free Appropriate Public Education (FAPE))– disability adversely affects

their educational performance.

- i. Infants and toddlers (birth – 3)
 - ii. Children and youth (3-21)
 - c. If not eligible for an IEP, there is the Section 504 Plan
2. Medical Diagnosis vs. Educational Eligibility
3. Special Education Process (IFSP/IEP Process)
 - a. Identify
 - b. Evaluate & Determine
 - c. IEP
 - d. Placement
 - e. Instruction
 - f. Annual Review
4. School Evaluation Process
 - a. Existing Data
 - b. Assessments
 - c. Information From Parents
 - d. Observations
 - i. Schools are only responsible for reviewing and considering outside medical reports
5. Who's Eligible
 - a. Has a disability
 - b. Has an education impact (needing specialized instruction)
6. IEP
 - a. Child's current functioning
 - b. Annual goals
 - c. Child's progress
 - d. Special Education, services & modifications
 - i. Hours
 - ii. Location
 - iii. Services: speech, OT/PT, etc.
 - e. Goals should be "S.M.A.R.T."
 - i. Goals should change showing progress every year.
7. Special Education Services
 - a. Specialized instructional
 - b. Therapies (speech/language, OT, PT, counseling, etc.)
 - c. Modifications (testing modifications, adapted PE, etc.)
 - d. Behavioral Intervention Plan (BIP)
 - e. Transportation
 - f. Many others
8. Medical Provider's Role for Advocating
 - a. Written support for parents' request for services
 - b. Suggest interventions and supports
 - c. Refer families to community-based supports
 - d. Meet with school team, part of the IEP Team
9. Supporting families working to obtain school services
 - a. Encourage, Help, Listen
 - b. Parents can call an IEP meeting at any time*
 - c. Can request additional services
10. School Support and Advocacy/Resources for Families
 - a. Parent Training and Information Center
 - b. Educational Consultants/Advocates and Attorneys
 - c. Maryland Coalition for Inclusive Education

d. Disability Law Centers

Questions:

Least restrictive Environments path first – Regionalized Special Education Programs, SOAR – considered restrictive.

When can a BIP be added via the IEP process?

You must call a meeting and ask for a Functional Behavioral Assessment. It lets us know what the function of the behavior is and is done by the behavior specialist or school psychologist.

Although a parent can request an IEP and additional services at any time, the school must follow the steps and data collection procedures before additional services can be considered, such as SOAR.

SOAR is a set of services for Autistic children or characteristics of autism that require specialized instruction. A self-contained, regionalized program.

At what point does a teacher recommend an FBA instead of suspension? An IEP meeting must be called to investigate the behavior if there are multiple suspensions (5 times). Parents can request an FBA.

Recommended that there is encouragement and education for the general education teachers to request FBAs or other assessments instead of labeling children as “behavior problems.”

Open Forum with Special Education Director

Is there any flexibility to describe multiple learning disabilities, regardless of the IQ?

Directions around people with multiple disabilities have relaxed; it may be used.

Approval of Meeting Minutes

September and October 2023 meeting minutes were approved.