

Howard County SECAC Meeting Minutes
August 18, 2021 General Meeting 7:00pm-9:00pm
Zoom Virtual Meeting

1. Call to Order
 - a. Hybrid, zoom and in person - Wilde Lake Middle School Cafeteria
 - b. Etiquette
 - c. Facebook live stream disclosure
 - d. Purpose and vision read
2. Introduction of new members
3. Subcommittees
 - a. Outreach
 - i. Main goal - diverse population attendance. Dept. Special Ed and HC,
 - ii. Focus group members wanted, email secacchair@gmail.com
 - iii. Meeting is set for late September 22 7pm
 - b. Legislative
 - i. TBD
 - c. Literacy
 - i. Starting soon
 - ii. Reading, Writing all abilities and levels of education
 - iii. New members wanted - email secacchair@gmail.com
4. To get up to date information please subscribe to
 - a. Family Support Resource
 - b. Parents Place Maryland
 - c. Membership list sign up - flyers
 - d. PTA outreach for flyers as well.
5. Dept. of Education Updates
 - a. Terri Savage - Executive Director of Special Education
 - b. Jen Riccardi- Coordinator of Early Intervention Services
 - i. Birth-5
 - ii. IFSP Birth-3 and IEP 3-5
 - c. Emily Kinsler Coordinator of Countywide Services
 - i. Related services, support, adaptive, teacher deaf hard of hearing, blind and visually impaired, in depth assessment
 - d. Patricia Gunshore - Coordinator of Special Education Compliance Nonpublic Services and Family Support
 - i. Learning opportunities and guidance, non-public schools and family entry and return support
 - ii. Family support resource center - Guidance to families through resources center, phone, emails.
 - e. Janice Yetter - Director of Special Education
 - i. K-12+ students
 - ii. For educational support
 1. Encourage reaching out to special education teams at home school for educational support needs.

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2. Instructional facilitators at all levels
3. Recourse teachers, behavior specialists
- f. William "Bill" Barnes - Chief academic Officer Division of Academics
 - i. Partnership to maintain educational excellence with with all families
 - ii. Recognizes the need to address challenges, and assures that they are fully committed to make sure that services and outcomes are met while making the commitment to be more responsive and supportive of the needs of the students and families of HCPSS
 - iii. Expressed intention to be back fully in-person, more normalized teaching and learning opportunities with full support of educational supports
- g. Special Education Implementations
 - i. IFS and IEP
 - ii. Will provide services and support as required and expected.
 - iii. Recovery services access that is planned and implemented through general education recovery efforts. Open access to all recovery efforts, individualized to schools
 - iv. IEP Meetings virtual, with all requests for in-person meetings honored.
 - v. IFSP/IEP team meetings requests (interim review) will be honored,
 - vi. Efforts to address COVID closure impacts will be continued
 1. Evaluations
 2. Compensatory reviews
 3. Time-frame?
 - a. 2 weeks to complete Parent-input
 - b. Parent-input to decision 6 weeks
 - c. All services
 - d. FOR ALL STUDENTS: Recoupment data collected on day 1 - October 1
 - vii. Assessments
 1. HCPSS Staff and Virtual vendors
 - a. Virtual Vendors:
 - b. Advance notice and ability to express concerns will be provided to families.
 2. In-person assessments are available during the school day
HCPSS staff members available at all times.
- h. Compensatory Education and Recovery Services
 - i. Birth - 21 - designed to place students where they would have been if not for the denial of FAPE
 1. 2021 Updates: all students
 2. Determined by previous year for transitions to new schools and grades

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- ii. Definition: Special education instruction and/or related services owed to a student with disabilities as a result of a school system's failure (inability, or unwillingness) to provide the student with services in accordance with their IEP or IFSP
- iii. IFSP
 - 1. Supporting families 700-800
 - 2. Individual to discuss concerns about progress and impact of COVID on services
- iv. Lots of parents/guardians have anxiety about reiteration of seen needs to receive appropriate services that mitigate learning gaps.
- v. Parent should expect
 - 1. To see a parent input form
 - 2. Compensatory Education/Recovery Services determination from HCPSS with a parent response form
 - a. Submit Agreement
 - b. Submit input and/or request for consideration
 - c. Disagreement with additional input to sent for determination with request for IEP meeting
 - 3. Disagreement will be reviewed and responded
- vi. Data consideration: pre-covid , covid, teamstudent, and parent data
- vii. Model implementation
 - 1. In-person reacherand and tutoring beyond school hours
 - 2. Virtual teaching/tutoring
 - 3. Reimbursements for some services can be considered in place during school closet and the services align with student's IEP. Request through parent feedback points
- viii. Approved COmpensatory Services
 - 1. Communication sent for when, where, amount, and accountability tracking.
 - 2. Parents will be asked to respond to service delivery offers: in-person, virtual (**hybrid?**)
- ix. **Questions**
 - 1. **400 new teachers hired need to know the amount of special education teachers/support hired: unknown**
 - 2. **Staff burn out support - dept team exhausted to share the load in order to continue accessing and supporting educational service as well as open door policy to address concerns. To ease workload, models are being researched to leverage resources. To be managed over time. Cross-school volunteering**

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3. **Mask wearing options for students that are not able to wear masks, tolerance, and compliance - BOE said it would be addressed on a case by case basis. Reiterated case by case addressing and process will be an IEP team meeting with strategies to be put in place.**
 4. **Assessment october 25th session for**
 5. **Compensatory educational services are not available for students without IEP/IFSP or evaluation date.**
 6. **Nonpublic students will have compensatory educational services**
 7. **RECC student progress will be reviewed in the fall**
 8. **504 is another department and information compensatory recovery is available through them.**
 9. **Compensatory reviews**
 - a. **Time-frame**
 - i. **2 weeks to complete Parent-input**
 - ii. **Parent-input to decision 6 weeks**
 - iii. **All services**
 - iv. **FOR ALL STUDENTS: Recoupment data collected on day 1 - October 1**
 10. **In-person must be requested or offered automatically?
Offered at agreement of meeting**
6. TAB Bulletin
- a. Navigating Compensatory Services in the Fall
[http://www.marylandpublicschools.org/programs/Documents/Special-Ed/TAB/ParentsGuide_CompEd_RecoveryServices_Maryland\[revMay2021\].pdf](http://www.marylandpublicschools.org/programs/Documents/Special-Ed/TAB/ParentsGuide_CompEd_RecoveryServices_Maryland[revMay2021].pdf)
7. Wednesday meetings: Wilde Lake Middle School cafeteria
- a. Hybrid
 - b. Parent Cafe - open discussions at the end beginning in September 15th

Outreach

Focus Group Questions

1. Cultural differences/competence
2. Challenges and successes navigating culture and diversity
3. 10 parents to discuss their perspective on the diversity and cultural competence in special education