

Join Us
In
Person!

McFaul Activities Center
525 West MacPhail Rd
Bel Air, MD 21014

SECAC MINUTES

In-person meeting

April 13, 2023

In Attendance - 30 (17 parent/community + 13 HCPS staff)

Jeanne Erdley, Kathy Pitrat, Megan Fitzgerald, Rachel Trovato, Pauline Timmons, Colleen Sasdelli, Lo An Fine, Carie Sadowski, Jeff Hoffman, Sarah Penney, Jessica Sommerman, Heather Sommerman, Judy Poppe, Joy Parker, Terri Castelli, Kim Harner, Dawn Winter, Kim Mayforth, Lynn Jennings, Lisa Laramée, Maryann Marsen, Barbara Winfield, Stephanie Sand, Katie Sand, Dawn XX - CMW parent of CMW student, Blair White, Sarah Killian Allison Robertson, Jan Stauffer, Amy Trimble

Welcome & Announcements

1. Welcome from SECAC.
2. Upcoming Meeting on May 4, 2023 - Mental Health with Frank Kros, MSW, JD
3. Notices for Community Events are through Facebook group and/or Email list.

Director of Special Education Colleen Sasdelli

- *Teacher of the Year Celebration*
 - *Upcoming SECAC Parent Forum*
 - *Desire to have strong partnerships with families and greatly value their input*
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There were two presentations. 1) PreK to Elementary, Elementary to Middle & Middle to H.S.
2) High School Onward (adult/out of school)

Presentation #1: Transitions Through the Stages – Presentation by Jeff Hoffman

Life After High School

- Transitions Services, transition to MS
- Transition Logistics
 - School **articulation** meetings
 - Representative from each school meets for ½ day
 - Share IEP snapshots
 - Discuss services

- Individualized planning (social stories, video models, staff pairing activities)
- Top 5 things “going beyond IEP”
- Jump Start orientation event
- Annual reviews with representatives from receiving school
- School counselor involved
- **How do we prepare our students for Elementary School?**
 - February articulation/observations
 - Extended planning IEP meetings
 - CIEP referral for students requiring more restrictive setting
 - STRIVE
 - Harford Academy
 - Nonpublic
 - Individualized supports
 - Social stories
 - School visits
 - How are students performing on the Maryland Pyramid Model? Needed to go into Kindergarten
- **How do we prepare our students for Middle School?**
 - Reinforce more **independence** – *Three Before Me*
 - Planner, lock, passwords
 - Build **self-advocacy**
 - Practice **communication** – emails, phone conversations, face to face, etc.
 - Identify point of contact
 - Teach about child’s disability and IEP
 - Reflect positive energy 😊
 - Have frequent discussions about MS
 - Really learn **Home Access Center (HAC)**
 - Problem Solving
 - Use powerful phrases/questions
 - Build responsibility
 - **K to 12 Strategies Book for Self-Regulation**
- How do we prepare for High School?
 - Build your toolbox
 - Graduate requirements – 26 credits for Harford County
 - **HCPS Career Pathways and Completer**
 - Empower Expo
 - Understand Transition Planning
 - **Correct placement in core academic classes**
 - Empower your child
 - Understand IEP
 - Participate in IEP meetings
 - **Sleep** schedules
 - Share likes and interests
- **Transition Planning**
 - Role of the transition resource itinerant (TRI)
 - Starts at age 14
 - Identifies child’s desired post-secondary goals
 - Builds in training, activities, and education
 -

Breakout tables were utilized where HCPS staff could interact with parents directly to answer their questions. Meeting minutes for this presentation by Rachel Trovato, HCPS Partners for Success.

Presentation #2: High School & Onward

Begin with the End in Mind: Transition Planning

Presenters: Sarah Killian - HCPS Transition Itinerant; Blair White - HCPS Higher Education Liaison; Allison Robertson - HCC Office of Disabilities. Present to assist - Jan Stauffer - DORS.

What is Transition Planning?

Transition planning is an on-going process that occurs when students with IEPs identify what they will do after graduation and consider the skills, training, education, and/or resources needed to reach these goals.

Transition planning includes:

- Identifying post-secondary goals based on interests, strengths and preferences.
- Identifying and implementing the transition activities and supports needed to reasonably enable the student to reach these goals.
- Identifying and applying to the appropriate adult service agencies.

Success. You can plan on it.

This may include planning for:

- College
- Career
- Training
- Transportation
- Independent living
- Community participation

When and Where Do We Start?

IDEA states that **formal transition planning begins during the IEP year the student turns 14**. The transition plan plays a major part in the development of the IEP.

The student is **required** to be invited to IEP meetings; attendance and participation is strongly encouraged.

However, informal transition planning can **begin much earlier!**

HCPS

Programs for 9th, 10th, & 11th Grade Students

- Career & Technical Education (CTE)
- HCPS Magnet Programs
 - Application Process begins in the Fall of the student's 8th grade year.
- Summer Trades Academy (STA)
 - In partnership with HCC, an exploratory opportunity in six different career paths.

Programs for 11th & 12th Grade Students

- Maryland Apprenticeship Program
 - For rising 11th/12th students
 - Must have transportation
 - Paid, must complete by graduation
- Harford Workforce Investment Program
 - For 12th grade students
 - Eligible for part-time status
 - Free, Transportation provided.
- HCC Leading Edge Training Center (LETC)
- Future Link

HCC

While in High School Junior/Senior Year

- Disability Services & Intervention Support (DSIS)
- Dual Enrollment
 - Opportunity for students to take college courses and earn credits while completing their high school diploma.

After High School Opportunities at HCC

- Associate's Degree
- Workforce & Career Training Apprenticeship Programs
 - HVAC
 - Electrical
 - Child Care
- Susquehanna Workforce Program
 - Automotive Collision Repair

OTHER TRAINING OPPORTUNITIES AGENCY LINKAGES (ELIGIBILITY)

DORS

Short-Term Funding

Pre-Employment
Transition Services
(Pre-ETS)

- Age 14-21
- Documented Disability



Comprehensive
Vocational Rehabilitation
(VR)

- Referred before exit through adulthood
- Employment Services

DDA

Life-Long Funding

Developmental
Disability

Apply prior to
age 21

Funding begins
at Age 21

SSI

Long-term Funding

Apply the
month of
student's 18th
birthday

TAKE AWAY TRANSITION RESOURCE ITINERANTS (TRI) 410-638-3843

Aberdeen High & Middle	Havre de Grace High & Middle & Swan Creek
Kristin Cox	Abbe Restucci
Bel Air High & Middle	Harford Tech High & Future Link & Non-public
Lora Scheler	Sarah Killian
C. Milton Wright & Southampton Middle	Harford Academy, North Harford High & Adult Agencies
Chris Matlack	Jaclyn Marshall
Edgewood High	Joppatowne High & Magnolia Middle
Dale Schafert	Laura Feiler
Patterson Mill High & Middle & Edgewood Middle	Fallston High & Middle
Tatum Williams	Sara Fratrik

Presenters Contact Information:

- Sara Killian, HCPS-Transition Resource Itinerant -- Sara.Killian@hcps.org
- Blaire White, HCPS-Higher Education Liaison – blaire.white@hcps.org
- Allison Easley, HCC/DSIS-Student Development Specialist – aeasley@harford.edu

Informational Resources:

- **Maryland Secondary Transition Planning Guide for Students with Disabilities**
 - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:8226389d-72d6-453b-93c0-ac34798d4588>
- **Maryland Transition Resource Guide**
 - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:d6fd8ec9-c969-4dd0-83bd-41fb258e6375>
- **Future Link Brochure**
 - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:e51b599c-c4fe-4f2f-8237-b55c3ad8dbea>
- **Department of Rehabilitation Services (DORS) website:**
 - <https://dors.maryland.gov/Pages/default.aspx>
- **Developmental Disabilities Administration (DDA) website:**
 - <https://dda.health.maryland.gov/Pages/home.aspx>
- **Supplemental Security Income (SSI) website:**
 - <https://www.ssa.gov/ssi/>
- **HCC Disability and Student Intervention Services (DSIS) website:**
 - <https://www.harford.edu/the-harford-experience/student-support/disability-support/>

Q&A - open forum

Q. The “pathways” force them to take classes they aren’t necessarily interested in, when they should be exploring different things to find out what they **are** interested in. Give them more options to explore vocation-gear ed electives!

A. HCPS is looking at removing the pathways and, also, maybe reducing the number of required credits, since Harford currently requires more than state requires.

Q. How to help my grandson with after high school services? He is in a non-public.

A. DORS - We will help you. HCC - We will work with you.

Parent Concerns:

- The planned re-zoning seems unfair. I attended sessions about it where they claimed Aberdeen High is under capacity, while Patterson Mill and Havre de Grace are at or beyond capacity.
 - How did Havre de Grace end up at capacity within the first year of opening?! As a Harford County taxpayer, this poor planning upsets me.
 - My kid at Aberdeen High has been in classes with nearly 30 students, how is that “**below** capacity?!”
- We need more special ed resources. My kid’s English class had 10 kids with IEPs, how are teachers supposed to fulfill accommodations with such a heavy load?
- Offer **practical math courses** to kids with IEPs! The lowest level offered is pre-algebra. That’s not helpful to kids who still don’t understand basic math principles (because the pace of math curriculum in elementary & middle schools moved too fast for the kids with IEPs). Parents and teachers agree that it

would be more helpful to ensure the kids understand multiplication, division, fractions, etc. instead of moving them quickly to the advanced concepts when those core skills aren't solid.

- Require less math and science credits for kids who aren't headed to 4-year college.
- Special Education still doesn't place enough focus on **education**. My son is in 12th grade and for at least the past 8 years, school has been primarily focused on meeting milestones for standardized tests and forcing all kids to fit one mold. I'm very glad that PARCC was finally scrapped, but the curriculum and approach still need work.
- "Inclusion" is great on paper, but if you're presenting subject matter that's way over a kid's head at a pace he can't match, giving the kid twice as long to finish the assignment isn't much of an accommodation.
- Graduation requirements should be more realistic. Not all kids are headed to a 4-year college.
- I keep hearing that not many kids sign up for the vocational options at Harford Tech: plumbing, electrical, mechanical, etc. If you ask a 14-year-old, especially a boy, if he has any interest in those areas, he's almost certainly going to say "no." He wants to be a video game designer, or a YouTube influencer, etc. Unless we give kids options to explore these pathways, they're not going to think about them as real options until they're juniors or seniors. By then, they're not going to want to switch schools – especially if we keep forcing them to take math, science, and other classes that have nothing to do with plumbing, electrical, or other such vocations.

Meeting minutes for this presentation by Jeanne Erdley

Giveaways - None
