

MINUTES

SECAC

May 16, 2024

In Attendance

Jeanne Erdley, Suzanne Oshinsky, Colleen Sasdelli, Kara Stone, Jan Stauffer, Carie Sadowski, Tracy Masur, Shannon Holley, Dale Schafert, Lisa Laramée, Nadine Martinkus, Maria Santana-Stage, Edna Koimur, Lu Zhang, Bryn Phillips, Svetlana Rainer, Megan Fitzgerald, Rachel Trovato, Lo-An Fine, Lauren Stouten, Heather Hays, Blaire White, Iasha Shawabkeh

Welcome & Announcements

1. Welcome from SECAC.
2. Upcoming Meetings: September 2024 TBA This is our final meeting for the 2023-24 school year. If you need to reach us during the summer, please email at harfordcountysecac@gmail.com or complete the form at www.harfordsecac.org/home/contact-us
3. Upcoming Events notices from the community: Join our email list and Facebook Group.
4. Please leave comments and questions in the chat box. The chat is being monitored.
5. On Wednesday, Harford County SECAC participated in the combined SESAC/SECAC meeting on Wed., May 8th. An quick overview as follows:
 - a. **Antoine Hickman, Assistant State Superintendent, Division of Early Intervention and Special Education Services Office quoted: “Be a voice for the voiceless”.** Our students should be College, Career or Life Skills Ready. There is a “Blueprint” Special Education Workgroup
 - b. **Kelly Meissner, MSDE Family Support (P4S):** This is what they hear are the greatest issues/concerns:
 - i. IEP implementations of accommodations, related services with staff shortages
 - ii. Least restrictive environment (LRE)
 - iii. Do not understand the IEP process
 - iv. Child Find Process
 - v. Community Resources - what are they? Referred to local P4S
 - vi. Low response rates on the MSDE Parent Involvement Survey
 - c. **Teresa O’Connor, Program Quality Specialist, Johns Hopkins University - Maryland On-Line IEP Anticipated Edits:**
 - i. Changes to the online IEP and that we will see:

LEA = LSS (Location Education Agency to Local School System)

PLAAFP
 - ii. Secondary transition was added last year.
 - iii. Sources used will be added next year

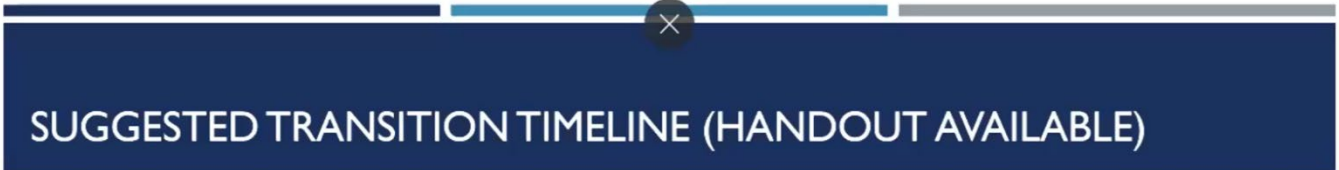
- iv. Agency Linkages like DORS added
- v. ESY - date decision made added
- vi. PWN will have new updates as well.

Colleen Sasdelli – Director of Special Education – Information Share

Maryland IEP changes go into effect on July 1. The end of the school year is approaching. Family Mental Health is happening again at Ripken Stadium on May 31. You must register. The In Focus series was great.

Empowered High School Transition Planning

- I. HCPS Transition Itinerants – Abbe Restucci and Dale Schafert
 - a. Transition is an ongoing process for kids with IEP’s. They identify goals based on the student’s strengths and interests. It identifies activities/supports needed for the student to reach his/her goals. It identifies appropriate adult service agencies. Helps with planning for college, career training, independent living and transportation.
 - b. Planning begins at age 14 in Maryland. The student is invited to attend and participate in the IEP meeting.
 - c. Every high school has a transition itinerant.



Birth- 14

- Begin with the end in mind. As skills develop, identify supports and strategies needed for independence at home, in the classroom, and in the community.

Age 14

- Transition planning begins during the IEP year a student turns 14
- Begin discussing transition options with your Transition Resource Itinerant (TRI)

Age 14-21

- Participate in a continuum of transition activities that emphasize development of academic, employment and independent living skills
- Attend transition resource fairs (Empowered Expo 2025)
- Consider whether a 4-, 5-, or 6-year plan for completing high school diploma or certificate requirements is most appropriate
- Consider connecting with the Higher Education Liaison to explore post-secondary options and support
- Complete and submit a Developmental Disabilities Administration (DDA) application, if appropriate
- Complete and submit a Division of Rehabilitation Services (DORS) application for Pre-Employment Transition Services and/or Employment Services, if appropriate

Age 16

- Obtain a Maryland Photo ID from the Motor Vehicle Administration (MVA)

Age 18

- Remember the “rules of age 18” apply to all individuals (see handout)
- Apply for Supplemental Security Income (SSI) and Medicaid, if appropriate; individuals must have SSI and MA to receive DDA services
- Review current medical coverage; youth may need to change to an adult medical provider
- Consider Guardianship and the alternatives, if appropriate
- Register to vote (optional but encouraged)
- Young men must register for Selective Service

Age 19-20

- If eligible for DDA, check on eligibility status; choose Coordinator of Community Services (CCS)
- Work with CCS to develop the plan for adult services
- Research adult service providers (or self-directed services)

Age 21

- If graduating with a certificate, exit Harford County Public Schools and seamlessly transition to chosen community resource provider pending funding from DDA

Description of graphic: Suggested Transition Timeline (Handout Available)

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Description of second graphic

Academic

Functional Life Skills

Community Based Instruction

Self-Awareness

Self-Advocacy

Self-Determination and Goal Setting

Employment/Training

Career Exploration

Course of Study

Work Experience- school and/or community based

Summer Trade Exploration Academy

Work-based Learning Experience

Agency Linkage & Funding Sources

Division of Rehabilitative Services (DORS)

Developmental Disabilities Administration (DDA)

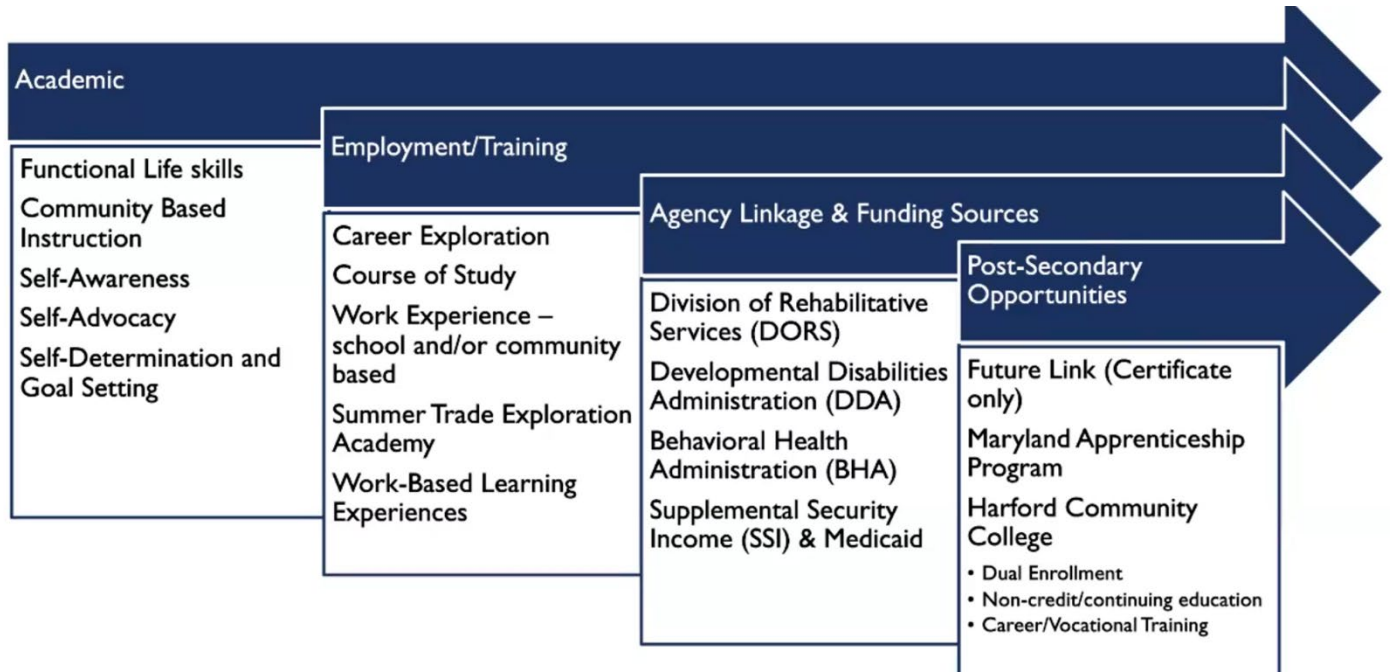
Behavioral Health Administration (BHA)

Supplemental Security Income (SSI) & Medicaid

Post-Secondary Opportunities

Future Link (Certificate Only)
 Maryland Apprenticeship Program
 Harford Community College

- Dual Enrollment
- Non-credit/continuing education
- Career/Vocational Training



II. HCPS Higher Education Liaison – Blaire White

- There are career coaches at every middle school. They help students look at careers and their strengths. Many students dual-enroll in high school and college. If they need accommodations, they are to reach out to her office to facilitate for the student at the college.
- HCPS Workforce Investment Program is available for free to all senior HS students. There is a statewide program that starts in the junior year, which is earn and learn.
- Harford Community College has Leading Edge Train Center.
- Susquehanna Workforce helps those 18-24 year olds with career training.
- CCBC has a Case Single Step career training program.

III. HCC Office of Accessibility – Nadine Martinkus

- The office coordinates accommodations for students.
- Students have to prove that they require accommodations. They do not get information from HCPS so students have to self-advocate.
- There are programs for students who are struggling with transitioning to college.
- Students who are dual-enrolled need to go through her office to request accommodations. Students who request not to use their accommodations is not a good decision.

IV. DORS – Jan Stauffer and Meghan Khan

- a. Pre-Employment Transition Services – helps students (ages 14-21) get ready to work. Job exploration counseling, self-advocacy instruction, work-based learning experiences, etc.

Q&A

Q. Can a parent go to the Office of Accessibility with the student?

A. Yes if student agrees.

Q. If a student is homeschooled, are they still eligible for DORS?

A. Yes.

Giveaway Winners

Book giveaway:

Special Education Law – Lu Zhang

Art of Advocacy – Heather Hays

Minutes taken by Kara Stone, Secretary/Treasurer