



Blueprint for Maryland's Future Special Education Workgroup

Workgroup Meeting #3

November 1, 2023

Co-Chairs | Dr. Carey Wright, Interim State Superintendent of Schools
Dr. Deann Collins, Deputy Superintendent, Teaching and Learning
Liz Zogby, Special Education Policy & Advocacy

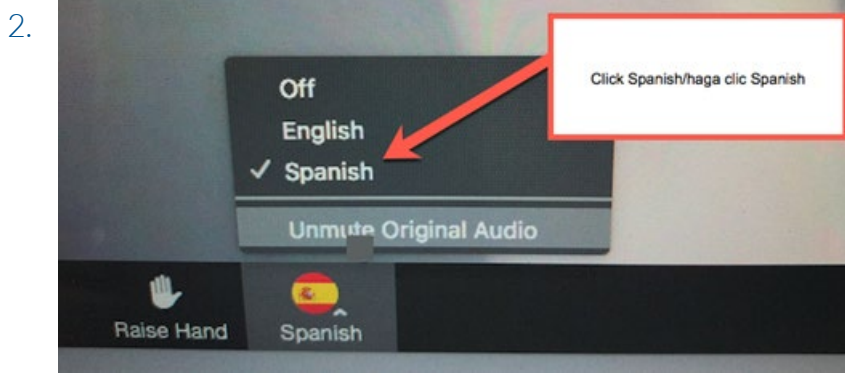
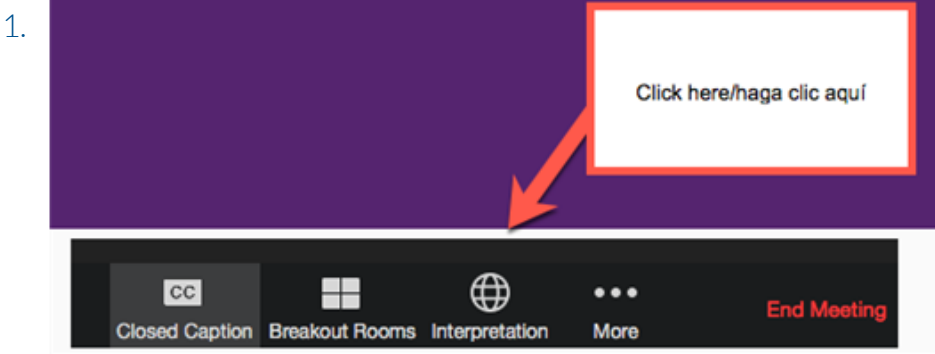


Note to Attendees

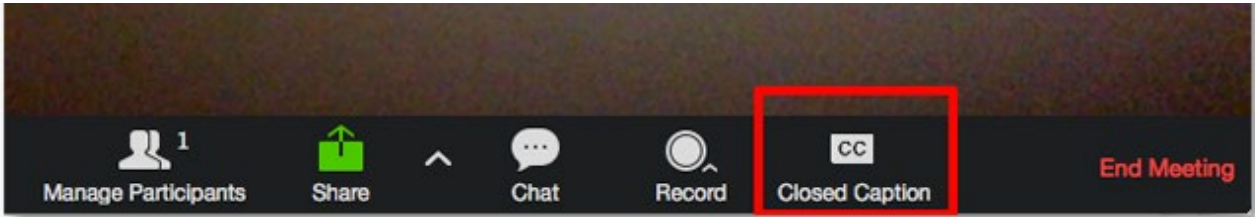
https://youtube.com/live/lytKyKuC_RA?feature=share

This meeting is being recorded and livestreamed via MSDE's YouTube channel:

¿Español?



Closed Captioning



PRESENTATION OUTLINE

1. Welcome/Introductions
2. Public Comment
3. Workgroup Responsibilities
4. Meeting #1 and #2 Recap and Guiding Questions
5. Meeting #3 Guiding Question
6. Working Paper: Integration of General Education and Special Education
7. Expert Presentation: Tier I Implementation to Support ALL Students
8. Next Steps and Future Meetings



Public Comment

1. Welcome/Introductions
2. **Public Comment**
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Hear from Registered Guests – Public Comment Period



Workgroup Responsibilities

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Special Education Workgroup review of responsibilities

AIB Comprehensive Implementation Plan: Requirements (1 of 3)

Task ID	Requirement
4.3.2	MSDE shall establish a workgroup to collect student data and review instructional methods provided to students who receive special education services.
4.3.2(a)	<p>The workgroup shall collect data on the number and percent of students receiving special education services at each P-12 school, the services available to them, and the accessibility of P-12 teachers, administrators, and staff to these students and their families.</p> <p>MSDE and AIB shall identify workgroup members representing various special education interests who demonstrate commitment to diversity, equity, and expertise.</p> <p>The workgroup shall share its work plan with the AIB and provide regular updates on its progress.</p>

Source: Initial Comprehensive Implementation Plan | Blueprint for Maryland’s Future (12/2022) and AIB Updates (8/1/2023). <https://aib.maryland.gov/Pages/Blueprint-plans.aspx>

AIB Comprehensive Implementation Plan: Requirements (2 of 3)

Task ID	Requirement
4.3.2(b)	<p>The workgroup shall review methods of teaching for students who receive special education services in public P-12 schools in the State.</p> <p>The workgroup’s review shall include methods used in the State and other states and other countries, including addressing learning loss related to COVID-19, in addition to recruiting special education teachers and staff.</p> <p>The workgroup may expand the scope of its review based on recommendations of its members and/or AIB and MSDE to include topics like the impact of teacher shortages on special education and resulting quality or services provided; supports provided to special educators; co-teaching models and supporting general educators in implementing co-teaching models as well as supporting special education students when a special educator is not providing services; increasing family involvement and collaboration in special education programming; and how top-performing systems structure the school day to effectively provide remediation and special education services.</p>
4.3.2(c)	<p>The workgroup shall make recommendations on improving the education of students receiving special education services in P-12 schools in the State, including whether additional funding is needed and addressing learning loss as a result of the COVID-19 pandemic.</p> <p>The workgroup may make other recommendations related to additional topics studied by the workgroup.</p>

Source: Initial Comprehensive Implementation Plan | Blueprint for Maryland’s Future (12/2022) and AIB Updates (8/1/2023)

AIB Comprehensive Implementation Plan: Requirements (3 of 3)

Task ID	Requirement
4.3.3	<p>The workgroup submits a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic.</p>
4.3.3(a)	<p>AIB shall incorporate the workgroup’s findings and recommendations into the updated Blueprint Comprehensive Implementation Plan.</p> <p>The workgroup shall submit an initial report of its findings and recommendations to the Governor and General Assembly by 12/1/23, an interim report by 7/1/24, and a final report by 12/1/24.</p>
4.3.3(b)	<p>MSDE and LEAs shall implement the workgroup’s recommendations to improve the education of students receiving special education services in Maryland P-12 schools.</p>

Source: Initial Comprehensive Implementation Plan | Blueprint for Maryland’s Future (12/2022) and AIB Updates (8/1/2023)

Roles and Responsibilities

- Accountability and Implementation Board (AIB)
 - Through the Blueprint Comprehensive Implementation Plan, AIB outlines the responsibilities for implementation and accountability measures
- Maryland State Department of Education (MSDE)
 - Ensure a representative workgroup, listen, reflect, draft recommendations and reports, share with workgroup for feedback
- Co-Chairs
 - Facilitate meetings, collaborate to identify discussion topics and speakers, build lines of communication and ensure all voices are heard
- Workgroup
 - Bring perspective, share expertise, collaborate to achieve goals, make recommendations to improve processes



Meeting #1 and #2 Recap and Guiding Questions

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Guiding Question #1: What is the state of students with disabilities in Maryland? How do we overcome persistent barriers to effective implementation?

Guiding Question #2: What are existing standards and expectations under the Individuals with Disabilities Education Act (IDEA) for the progress students with disabilities should be able to achieve? How do we ensure that IEP goals are appropriately ambitious?

Workgroup Recommendations in Progress


- Students with and without significant cognitive disabilities are legally entitled to IEP goals and services that enable them to meet grade-level standards. When these students are behind grade-level standards, they should receive IEP goals/services that enable them to close or narrow the gap between standards and their performance levels.
- Review State monitoring tools and compliance protocols to ensure that IEP goals narrow or close the gap between present levels of achievement and grade-level standards, and that, based upon research and professional judgement, IEP services are reasonably calculated to enable the goals to be achieved.
- Develop MTSS/RTI standards and implementation plan.



Meeting #3 Guiding Question

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How can general and special education be more effectively integrated so that the instruction and built-in supports in general education can better meet the needs of students, resulting in fewer referrals and identification?



Integration of General Education and Special Education

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The separation of general and special education is a barrier to improved outcomes for students with disabilities.

Working Paper: Integration of General Education and Special Education Presentation

- Kalman (Buzzy) Hettleman
 - Author of "Misabeled as Disabled: The Educational Abuse of Struggling Readers and How WE Can Fight It." As an advocate, Buzzy has represented more than 250 students in special education. He was an active member of Maryland's Kirwan Commission and has been instrumental in policy reforms at the city, state, and national levels
- Presentation and Discussion: Almost all SWDs spend most of their time in general education
 - Most SWDs would not be in special education if they received appropriate interventions through MTSS/RTI frameworks in general education.
 - MSDE and LEAs must address organizational silos that limit integration of general education and special education.

Hettleman, K.R. (2023). Working paper: Integration of General Education and Special Education Prepared for the Special Education Workgroup meeting on Nov. 1, 2023. Unpublished manuscript.



Tier I Implementation to Support ALL Students

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MTSS and Tier 1 – Whose Students Are They?

Multi-Tiered Systems of Support Expert Presentation: Tier I Implementation to Support ALL Students

- Rachel Quenemoen, Senior Research Associate University of Minnesota, Retired
 - Has worked for 35 years as an educational sociologist focused on research to practice efforts, from local, regional, state, and national positions, specializing in building consensus and capacity among practitioners and policymakers. Her research and technical assistance focus has been focused on educational reform change processes, with the specific goal that students with disabilities are included in and benefit from reform efforts. She has led Federal and State partnerships to translate policy into practice related to inclusive assessment and accountability requirements, conducting research and working alongside Federal and State staff to identify feasible yet rigorous approaches that include all students.
- Presentation and Discussion related to MTSS and Tier 1 – Whose Students Are They?
 - What should we expect? Who is “all?”
 - Keys to shared accountability for all
 - Success “one student at a time” – System opportunities and barriers for IEP planning
 - How does a Multi-Tiered System of Supports (MTSS) fit into this picture? And for whom?
 - Next Steps: A Discussion Guide



Next Steps and Future Meetings

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Moving the work forward

Next Steps and Resources

Next Meeting:

- **November 29, 2023** from 4pm to 6pm at MSDE's Board Room in Baltimore, with a virtual option.
- **Guiding Question Continued:** How can general education and special education be more effectively integrated so that all students with disabilities are able to access and participate in the general education curriculum with their non-disabled peers and receive specially designed instruction and related services to ensure they are successful?
- **Forthcoming:**
 - Takeaways
 - Reading recommendations
 - Requested data and supporting analysis

MSDE Blueprint Special Education Workgroup Webpage:

Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup

Initial Report: Proposed Table of Contents

- Note from the Co-Chairs
- Executive Summary
 - Blueprint Special Education Workgroup Overview
 - Listening Sessions
 - Workgroup Meetings
 - Key Takeaways
- The State of Students with Disabilities in Maryland
 - Enrollment Data
 - SWD by Disability Category, Race, LRE
 - Alternate Assessment
 - Postsecondary Enrollment Trends
- Maryland's Existing Policies and Practices
 - DEI/SES Strategic Plan
 - Maryland's Special Education Process
 - Instruction and Assessment Aligned Standards
 - Creating Standards-Aligned IEPs
 - Maryland's Online IEP
 - Accountability to Improve Performance
- Guiding Research
- Next Steps
 - Action Items
 - Timeline
- Appendices

Initial Report: Timeline for Submission

Deadline	Action
November 6, 2023	Draft to Co-Chairs
November 13, 2023	Draft to Workgroup
November 15, 2023	Comments Due to MSDE
November 15 – 20, 2023	Review by Dr. Hickman, Assistant State Superintendent DEI/SES, and MSDE Revisions
November 21, 2023	Draft to Dr. Collins and Dr. Wright
December 1, 2023	Due date for Interim Report

Future Meeting Topics

Topics
Instruction
Integration of General and Special Education
Accountability: Monitoring and Data Collection
Teacher Quality/Inservice and Teacher Preparation
Special Education – Delivery of Services – Instruction and Related Services
Funding
Significant Disproportionality
Parent and Family Partnerships
Early Intervention/Maryland Infants and Toddlers Program (MITP)
Diplomas and Graduation Requirements

Future Meeting Dates

Date	Time
Wednesday, November 29, 2023	4:00 - 6:00 pm
Tuesday, January 30, 2024	4:00 - 6:00 pm
Wednesday, February 28, 2024	4:00 - 6:00 pm
Wednesday, March 20, 2024	4:00 - 6:00 pm
Wednesday, April 24, 2023	4:00 - 6:00 pm
Wednesday, May 29, 2024	4:00 - 6:00 pm

Location - Meetings will be held at the Maryland State Department of Education located at 200 West Baltimore Street, Baltimore, Maryland 21201 in the 7th floor Board Room, with a virtual option for attendance.

BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

Blueprint.MarylandPublicSchools.org