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Blueprint for Maryland's Future Special Education Workgroup

Workgroup Meeting #10

**Division of Early Intervention and Special
Education Services**

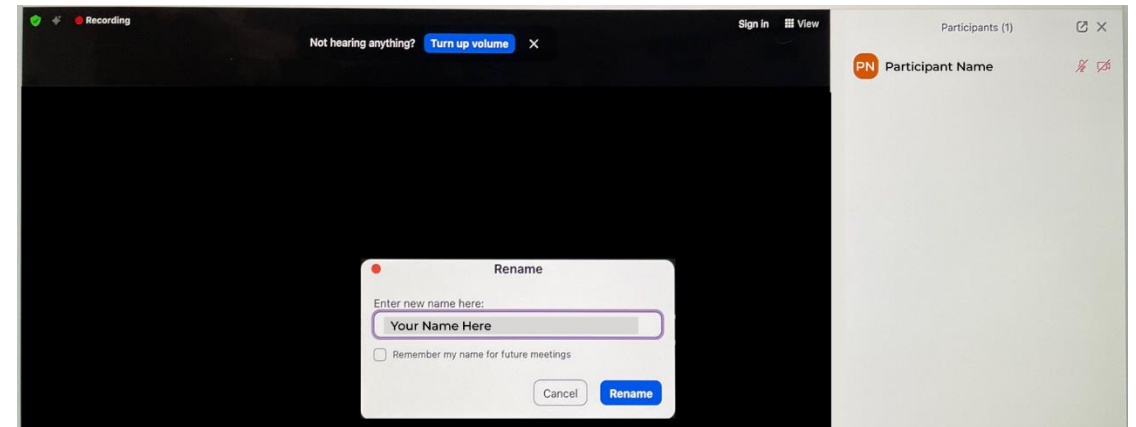
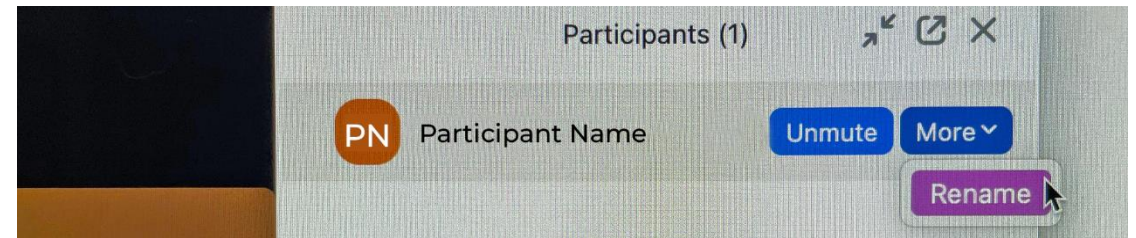
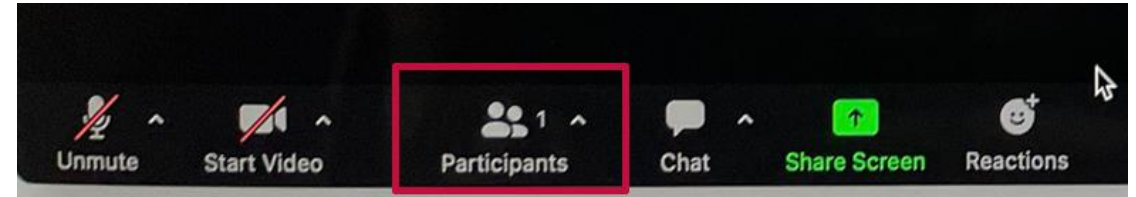
June 26, 2024

CO-CHAIRS

Dr. Carey Wright, Interim State Superintendent of Schools
Liz Zogby, Special Education Policy & Advocacy

Please Ensure Your Name Appears Correctly

1. Select Participants, located in the bottom toolbar of the meeting window
2. Hover over your name and select More (desktop) or tap your name (mobile)
3. Click or tap Rename
4. Enter your desired name and click Rename (desktop) or Done (mobile)

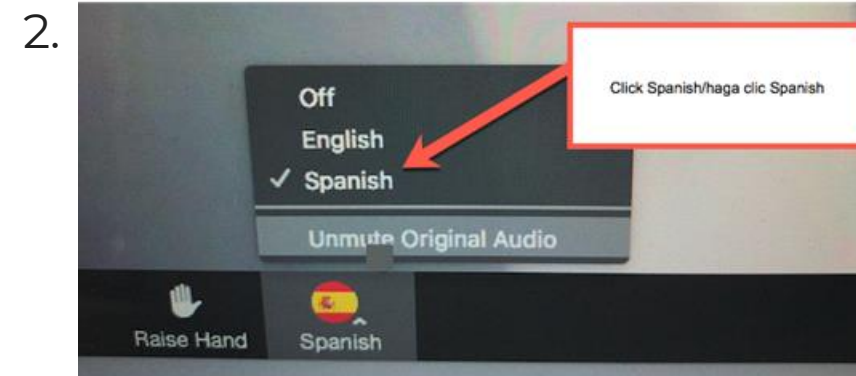
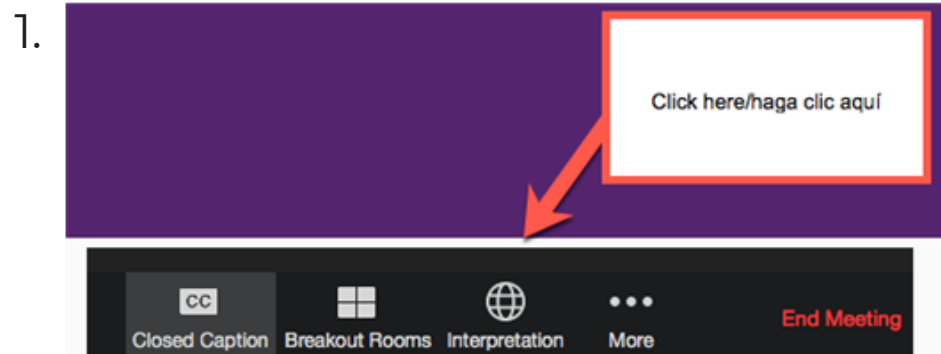


Note to Attendees

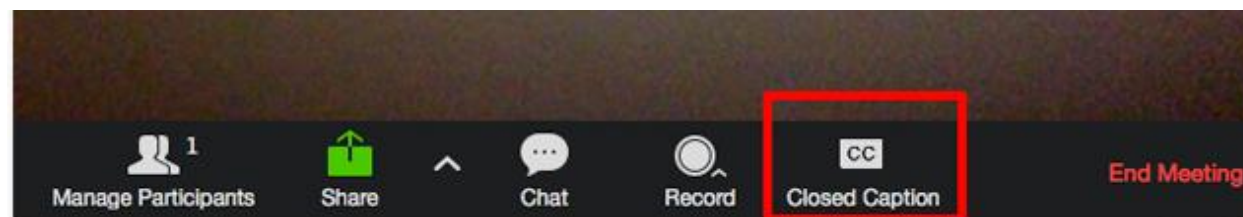
<https://youtube.com/live/ZRwtygHnR24?feature=share>

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

¿Español?



Closed Captioning





Presentation Outline

1. Welcome/Introductions
2. Public Comment
3. Review of May Workgroup Meeting
4. Brief Review of MSDE/Special Education Funding Efforts
5. Proposed Recommendations and Large Group Discussion
6. Least Restrictive Environment (LRE) Discussion
7. Brief Update from MSDE
8. Wrap Up/Closing

Blueprint Special Education Workgroup

Meeting #10

Guiding Question(s)

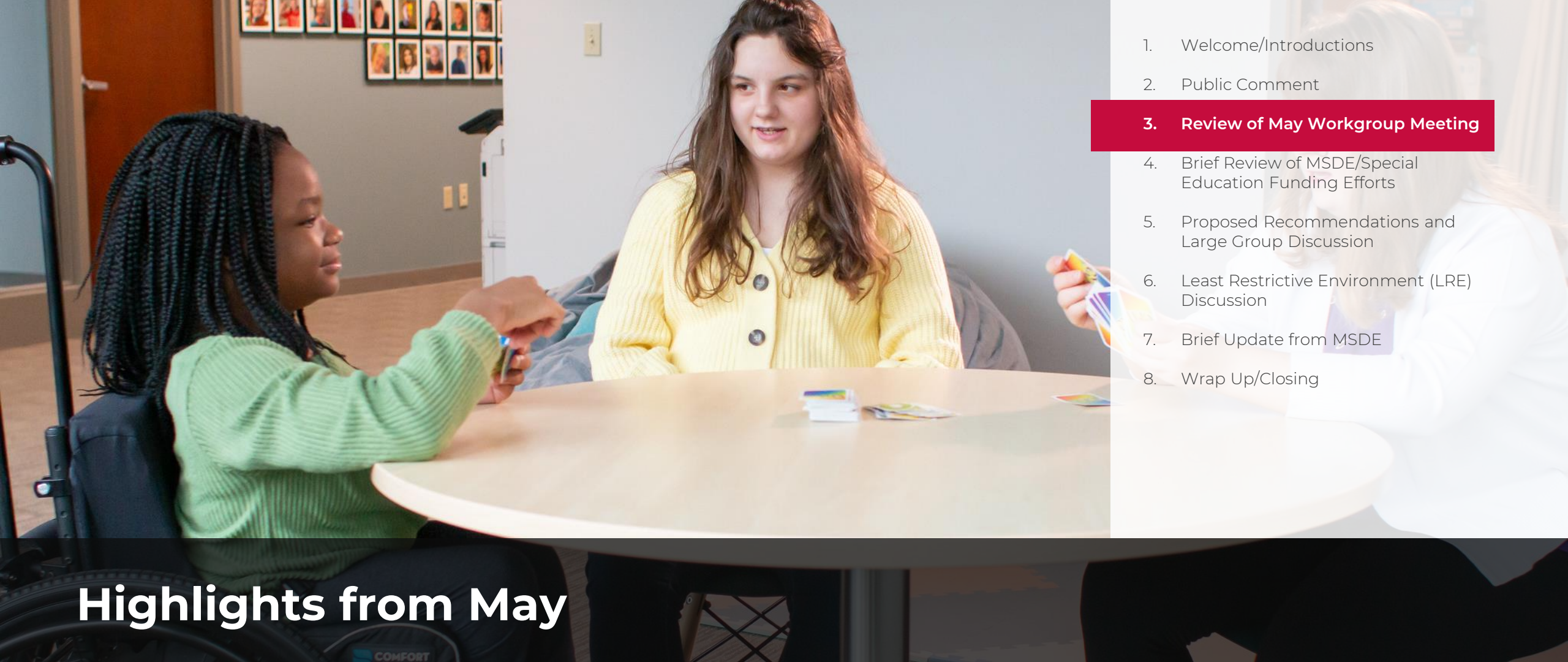
- What steps can be taken in policy and statewide standards of practice to advance the legal requirement in IDEA that students, regardless of disability category and type of assessment in which they participate, be educated in the least restrictive environment?
- What are the impacts of Maryland's historic reliance on placements in public and nonpublic separate schools to educate a significant percentage of students with disabilities?



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Public Comment

Hear from Registered Guests – Public Comment Period



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Highlights from May

Summary of Workgroup Feedback and Input



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Brief Review Funding Efforts

Review and Discussion on Current Work



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Proposed Recommendations

Review and Discuss

Recommendations for Discussion

1. Within 90 days MSDE should research and share the options, costs, potential funding and contracting requirements to commission an adequacy¹ study of Maryland's special education funding that considers and makes recommendations related to:
 - the adequacy of the foundation program to prevent inappropriate referrals to special education and to narrow achievement gaps,
 - establishing a system of multiple weights for special education funding based on disability and/or level of service/support needs,²
 - feasibility of the minimum school funding requirement,
 - the timing of funding disbursements to account for changing needs during the school year,
 - costs of transportation, and
 - costs of nonpublic school placements and the state/local cost-sharing formula.

¹Adequacy, as mandated by state law, and as defined by the Kirwan Commission, is funding that will enable all students (who take the regular assessment) to meet grade-level standards. For students who take the alternate assessment, adequacy means having meaningful access to and making progress in the general education curriculum and meeting alternate achievement standards.

²Innovative funding mechanisms might also be explored, including individualized funding determinations.

Recommendations for Discussion *(continued)*

2. Within 60 days MSDE should provide a written summary of work recently completed, a timeline for other work already under way (which is soon to be completed), and any other next steps to provide short-term guidance to LEAs about how to meet the Blueprint requirement for minimum school funding with respect to special education funds and still ensure FAPE for students with disabilities.
3. Within 60 days MSDE should provide a written summary of work recently completed, a timeline for other work already under way (which is soon to be completed), and any other next steps to prevent LEAs from supplanting local special education funds with Blueprint special education funds.
4. Within 60 days, MSDE should provide a written summary of work recently completed, a timeline for other work already under way (which is soon to be completed), and any other next steps to ensure that budgeting and expenditure requirements actually reflect special education spending, including the costs of special education and related services.



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Least Restrictive Environment (LRE)

Discuss LRE in Maryland



Breakout Groups

Small Breakout Groups and Large Group Report Out

Small Group Breakout Sessions

- We are altering the breakout groups to Random Grouping to ensure everyone has an equal chance to participate, **ensure like-sized groups with diverse perspectives**, and to save time by automating the grouping process.
 - You will **automatically be assigned a group to move to (Except Room 1 – which will not move)**
 - When you receive a notification asking if you would like to move to a breakout group – please click **“move to breakout.”**
- Please **use the chat** if you have additional comments so that your feedback can be recorded.
- Breakout Group #1 will be live streamed and all will be recorded and posted on the MSDE website.
 - NOTE: Sign language** interpreters will remain in **breakout room #1** and will be live streamed.
- Each breakout group is assigned an **MSDE staff** as a **notetaker**.
- Each breakout group is asked to please **identify** a:
 - Facilitator
 - Timekeeper
 - Reporter to share out 2 – 3 minute highlights of the discussion
- There are six (6) total questions this evening – as there is limited time, do not feel you need to respond in order.

Small Group Breakout Sessions

Group Norms:

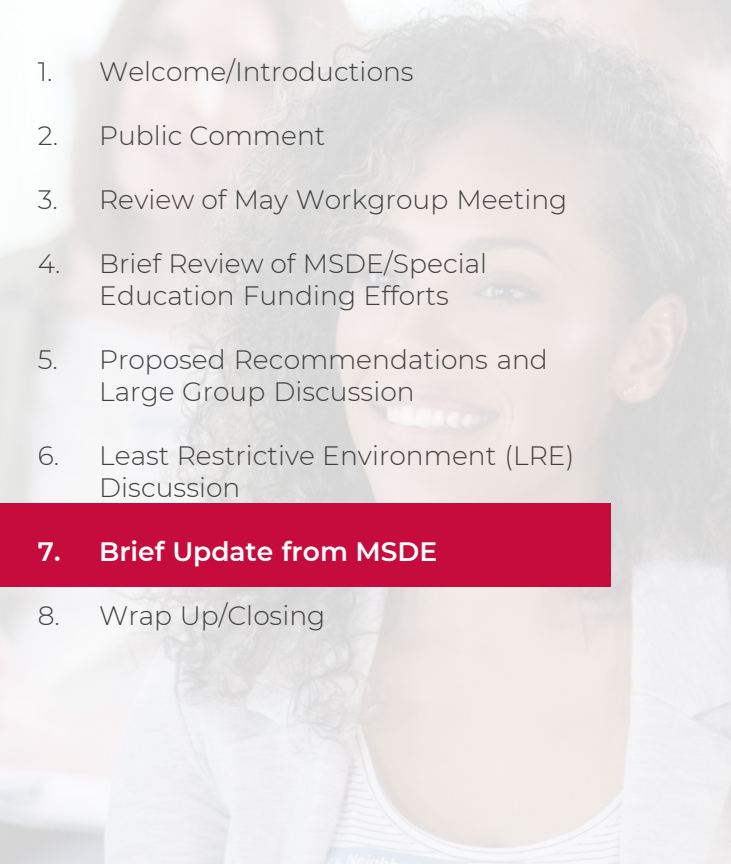
- **Speak with care:**
 - Speak from your own experience and be mindful of how your comments may impact others.
 - Use “I” statements and avoid speaking for or generalizing whole groups.
- **Listen respectfully:**
 - Avoid interrupting the person speaking and talk that evaluates/judges their comments.
 - Limit your comments to 1 – 2 minutes.
 - Understand that there are no right or wrong answers.
- **Lean in/Lean back:**
 - Give your input and make space for others to do the same.
 - Be aware of your talk time and try to stay on topic.

Small Group Breakout Questions

1. In your view, what are the biggest factors that contribute to the variability in LRE placement patterns:
 - among LEAs?
 - by disability?
 - by race?
 - by assessment type?
2. What standards, policies, and procedures do you think might decrease this variability in LRE placement (among LEAs, by disability, race, and assessment type) and increase placements in general education classrooms?
3. What supports can MSDE offer to increase the capacity of schools to serve students with more significant needs in general education classrooms?
4. In your opinion, what additional factors are leading to over-placement in separate classrooms and separate schools for students with disabilities? What supports do schools need to address these factors?
5. How can the expertise and specialized supports available to students in these separate schools be shared with educators in less restrictive environments to help transition students, as appropriate, back to neighborhood schools?

Large Group Report Out

1. In your view, what are the biggest factors that contribute to the variability in LRE placement patterns:
 - among LEAs?
 - by disability?
 - by race?
 - by assessment type?
2. What standards, policies, and procedures do you think might decrease this variability in LRE placement (among LEAs, by disability, race, and assessment type) and increase placements in general education classrooms?
3. What supports can MSDE offer to increase the capacity of schools to serve students with more significant needs in general education classrooms?
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Updates from MSDE

Blueprint Special Education Workgroup Report, etc.

Blueprint Special Education Workgroup Report Timeline

Task	Due Date	
Report Outline	April 24, 2024	<input checked="" type="checkbox"/>
First Draft Complete	May 1, 2024	<input checked="" type="checkbox"/>
Share Draft with Workgroup	May 6, 2024	<input checked="" type="checkbox"/>
Receive Feedback from Workgroup	May 20, 2024	<input checked="" type="checkbox"/>
Address Comments/Revisions	May 20 – May 31, 2024	<input checked="" type="checkbox"/>
Share Final Draft Report with Executive Team	May 31, 2024	<input checked="" type="checkbox"/>
Submit Final Draft to MSDE Leadership	June 5, 2024	<input checked="" type="checkbox"/>
Address Revisions	June 20 – June 28, 2024	<input checked="" type="checkbox"/>
Submit to Workgroup and AIB	July 1, 2024	<input checked="" type="checkbox"/>



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Wrap Up/Closing

Takeaways

Exit Ticket

1. In your view, what are the biggest factors that contribute to the variability in LRE placement patterns:
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Next Steps and Resources

Next Meeting

- **July 31, 2024** from 4pm to 6pm in a virtual format for all participants
 - **Registration will be REQUIRED**

Topic: Significant Disproportionality

Guiding Question: What statewide policies, practices, and standards should be considered to address the discriminate practices for economically disadvantaged students and Black or Brown for discipline and identification with certain types of disabilities?

Forthcoming:

- Takeaways
- Reading recommendations
- Requested data and supporting analysis (as applicable)

MSDE Blueprint Special Education Workgroup Webpage:

Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup

Future Meeting Dates

Date	Time
Wednesday, July 31, 2024	4:00 – 6:00 pm
Wednesday, August 21, 2024	4:00 – 6:00 pm
Wednesday, September 25, 2024	4:00 – 6:00 pm
Wednesday, October 16, 2024	4:00 – 6:00 pm
Thursday, November 21, 2024	4:00 – 6:00 pm
Wednesday, December 18, 2024	4:00 – 6:00 pm

BLUEPRINT

FOR MARYLAND'S FUTURE

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

Blueprint.MarylandPublicSchools.org