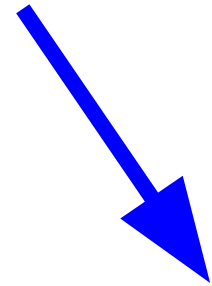


INTERPRETING SERVICES

SERVICIOS DE INTERPRETACIÓN

Simultaneous interpretation is available in Spanish.

La interpretación simultánea está disponible en español.
Simultaneous interpretation in ASL is also available.



Recording Disclaimer



**This
session is
being
recorded**





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SECAC & PGCPS Town Hall Meeting #2

January 28, 2025



PGCPS PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

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Town Hall Agenda

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1. Welcome
2. Follow-up from October 2024 Town Hall Meeting
3. Updates Regarding Recommendations Through Parent Advocacy from Spring 2024
4. Engage in Town Hall Meeting
5. Department of Special Education Resources



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Recapping October Town Hall Meeting



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Key Takeaways from Town Hall Session #1

Survey Results

- 23 out of 41 respondents felt the session was relevant to their needs.
- 21 out of 41 respondents felt that the Zoom format worked well.
- 32 out of 41 respondents felt that the date and time worked well.
- 19 out of 41 respondents felt that the facilitators and presenters were well prepared.



[October 2024 PGCPS SECAC Town Hall Survey Results](#)



Key Takeaways from Town Hall Session #1

Survey Results

Highlights of Feedback:

- Participants requested answers to questions and responses to parents and caregivers.
- Participants requested information on how the information becomes an opportunity to learn and see some actionable steps for change.
- Participants requested more information on innovative ways to currently meet students' needs.

Suggestions for Future Topics:

- Information on the continuum of placements and Appendix A
- Information on the differences between Individuals with Disabilities Education Act (IDEA) and Section 504
- Information on how school leadership personnel are managing/ supporting the broader systemic issues and challenges with the aid of central office leadership

Survey Comments



Tell us about a win your child has had this year!

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- My children are performing on and above grade level because I am working with the school system as partners in education.
- Her teacher reports that she's sitting down and actually able to access learning!
- He joined the drama club and has a part in Charlotte's Web in spite of his speech challenges!!
- So far he hasn't had any meltdowns at school, which has allowed his social standing to improve amongst his peers.
- She is learning to manage her emotions.



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Updates Regarding Recommendations Through Parent Advocacy from Spring 2024



Recommendations through Parent Advocacy

Recommendation	PGCPS Response	Status
1. Integrate special needs students into leadership opportunities to better connect them to their peers and staff.	Students with disabilities participate in a variety of extra curricular activities and serve as student leaders in various extra curricular and Interscholastic Athletics sports. All PGCPS students have equitable access to educational programs and school-related activities.	On-going
2. Conduct a minimum of four (4) town hall meetings, targeted for the special needs population and their support system.	<p>Five (5) town hall meetings were scheduled for the 2024-2025 school year.</p> <ul style="list-style-type: none">• The Welcome Town Hall meeting was held on August 15, 2024.• PGCPS is partnering with the Special Education Citizens Advisory Committee (SECAC) to host four town hall meetings:<ul style="list-style-type: none"><input type="checkbox"/> October 22, 2024 [Completed]<input type="checkbox"/> January 28, 2025<input type="checkbox"/> March 25, 2025<input type="checkbox"/> May 27, 2025	In-Process



Recommendations through Parent Advocacy

Recommendation	PGCPS Response	Status
3. Address the inadequacies of professional training that apply to staff who interface with a student who has or is suspected to have a disability and implement annual training to ensure competency levels are maintained.	<p>The following trainings were required for the 2024-2025 school year for all special education teachers and related service providers:</p> <ul style="list-style-type: none">• The Implementation and Progress Monitoring of Specially Designed Instruction (SDI)• SY 2025 MD Online IEP Updates• PGCPS Accommodations Module• Building A Safe and Inclusive Learning Environment: Strategies to Address Interfering Behaviors for Students with Disabilities• Prior Written Notices (PWN)• Twice Exceptional (2e) Students	<p>A compliance report was sent to the Area Office at the end of November with a list of staff not completing the required training.</p> <p>On-going</p>



Recommendations through Parent Advocacy

Recommendation	PGCPS Response	Status
3. (Continued) Address the inadequacies of professional training that apply to staff who interface with a student who has or is suspected to have a disability and implement annual training to ensure competency levels are maintained.	<p>Optional training offerings include but not limited to:</p> <ul style="list-style-type: none">• IEP Module: Developing Standards-Based IEPs• IEP Module: Evaluating Standards-Based IEPs (Progress Monitoring)• Extended School Year Services (ESY)• IEP Module: Special Education Referral and Eligibility-Part 1 and Part 2• IEP Module: Early Childhood and Elementary Services & Least Restrictive Environment (LRE)• IEP Module: Secondary Services & LRE• Special Education Process Guide Review: Modules 1-3• Accommodations: Selection, Implementation and• Evaluation	On-going



Recommendations through Parent Advocacy

Recommendation	PGCPS Response	Status
3. (Continued) Address the inadequacies of professional training that apply to staff who interface with a student who has or is suspected to have a disability and implement annual training to ensure competency levels are maintained.	<p>Optional training offerings include but not limited to:</p> <ul style="list-style-type: none">• Autism Spectrum Disorder (ASD) Overview• Determining Eligibility for Participation in Alternate Assessments and/or Alternate Achievement Standards• Structured Teaching: Part 1 - Individualized Visual Daily Schedules (Supporting Students with ASD)• Structured Teaching: Part 2 - Work Systems (Supporting Students with ASD)• Structured Teaching: Part 3 - Tasks and Activities (Supporting Students with ASD)• Trauma Awareness• Trauma-Informed Practices <p>Additional required trainings and day time training proposals are under review in preparation for the 2025-2026 school year.</p>	On-going



Recommendations through Parent Advocacy

Recommendation	PGCPS Response	Status
4. Establish a workgroup, that includes parents, where suggestions can be offered to address the gaps with the special education program and behavior management process.	Selected parents will be part of the 2.0 Special Education Strategic Plan workgroups.	On-going
5a. Collect data about experiences and conduct a public-facing audit on the special education program--to include how the program interfaces with specialty programs for all grade levels and obtain feedback from key informants such as parents and staff via interviews and focus groups.	<p>Hanover Research has conducted interviews with parents, teachers, and principals in preparation for the release of the 2.0 Special Education Strategic Plan.</p> <p>Hanover Research will conduct additional parent interviews and/or focus groups to gather information related to various special education topics. Data will be used from the town hall meetings and Equity focus to determine areas.</p>	On-going
5b. Release Parent Surveys	A QR code or link to the survey is provided to all families to have the option of completing after every IEP meeting.	Completed

Recommendations through Parent Advocacy

Recommendation	PGCPS Response	Status
6. In collaboration with the Family Support Center and SECAC, create a toolkit that includes self-learning training modules and a fact sheet that can be shared with parents as they initiate and navigate through the special education process	The Family Support Special Education Toolkit has been released.	Completed
7. Review and revise policies and procedures that limit, delay, or prevent students who have or are suspected to have a disability from accessing resources. a) Especially the “policy” that limits sessions with a counselor to 6 per school year	PGCPS is in the process of releasing an updated administrative bulletin regarding the Child Find process to reiterate the process when a child has a suspected disability. PGCPS encourages all students to utilize counseling services that support their academic and emotional well-being. Often, to determine the difference between short-term versus long-term counseling services, short-term counseling may be defined as 6-10 weeks while long-term counseling may occur for longer times PGCPS does not employ nor support any practice that limits general education, students with disabilities nor those suspected of a disability to only six (6) sessions per year.	In-process Completed

Recommendation	PGCPS Response	Status
<p>8. Better align and allocate resources for behavioral health within the educational setting so that proper guidance, awareness, and support can be provided to students and staff.</p> <p>a) Attempt to gather an understanding of how PGCPS can better connect with their student population, especially those under special education</p>	<ul style="list-style-type: none"> PGCPS is committed to our Strategic Plan that ensures we adequately create mental health linkages with students who need such resources. Through Community Schools funding, we have allocated clinicians to each PGCPS school. In addition, we have provided Registered Behavioral Therapists to our Early Childhood Centers this past year and have seen the continual utilization of Hazel Health (tele-mental health) resources. The Department of Special Education and the Office of Equity, Diversity, and Belonging are providing a systemic focus on students with disabilities from Student, Family, and Staff Perspectives. Lived experiences and perspectives are used to create awareness of strengths, needs, and unique brilliance of students with disabilities and to inform next steps. A full day of mandatory training was provided to all PGCPS staff on September 16, 2024. 	On-going
<p>9. Consider specialized education for twice-exceptional students so that they can receive appropriate supports.</p>	<p>This is a focus of PGCPS Blueprint Pillar 4 to provide training and resources to support twice-exceptional students.</p> <p>A twice-exceptional training module was required to be completed by all special education teachers during the 2024-2025 school year.</p>	On-going



Recommendations through Parent Advocacy

Recommendation	PGCPS Response	Status
10. Allow students with disabilities to participate in CTE and Specialty Programs.	The Department of Career and Technical Education has established a recruiting/marketing plan to increase program awareness of students with disabilities including procedures for students to request reasonable accommodations.	Completed
	The Department of Special Education is also working with the Specialty Programs and The Arts department to develop a recruitment and marketing plan for the 2025-2026 school year.	In-process
Update CSI Data Dashboard site to reflect students with disabilities data.	<p>The PGCPS website has been updated to reflect the following statement:</p> <p>Data for student demographic and service groups, including students with disabilities, are accessible within individual CSI dashboards. If you would like to view data for these student groups, please use the filters at the top of the dashboards to select the groups you are interested in viewing.</p>	Completed



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Town Hall Meeting #2 Structure



Norms for SECAC & PGCPS Town Hall Meetings #2

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- Tonight's town hall will focus on the topic: Adherence to IEP Requirements
- This town hall meeting will be structured as a collaborative work session in order to solicit recommendations and feedback on what strategies PGCPS should consider to ensure that IEPs are implemented effectively.
- There will be designated note takers for tonight's town hall meeting.
 - Throughout the series of town hall meetings, SECAC will use this information to be included in a comprehensive report that will be provided to PGCPS at the end of the school year.
- If you would like to provide written recommendations/feedback or have questions, please send it to jhflc.familysupport@pgcps.org





SECAC & PGCPS Town Hall Meetings #2

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- Following the first town hall meeting, the Department of Special Education reviewed the feedback shared during the town hall, feedback shared in the survey after the town hall, and information from calls to the Family Support Center for this school year.
- The Department of Special Education identified common themes across all data sources. The top two themes identified related to implementation and adherence to students' IEPs, and behavioral/social emotional concerns.
- In collaboration with the SECAC board, today's town hall topic will address adherence to the IEP, and a future town hall that will address the topic of behavior/social emotional concerns.





Norms for SECAC & PGCPS Town Hall Meetings #2

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- Please use titles rather than the individual names of anyone you need to refer to in your comments.
- Refrain from using any vulgar or disrespectful remarks, inappropriate language, or making personal attacks against anyone.
- If the norms are not followed, you may be muted or removed from the meeting.





Norms for SECAC & PGCPS Town Hall Meetings #2

PGCPS

- Please refrain from discussing your specific student case. If you have concerns about your child's specific case, please complete this link [Parent/Caregiver Contact Follow-up Request](#) and someone from the Family Support Center or the special education leadership team will follow up with you.
- Your adherence to these guidelines will enable the town hall meeting process to move smoothly.





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Problem of Practice Consultancy Model



Problem of Practice Consultancy Protocol

The **problem of practice consultancy** will help PGCPS staff expand their thinking to get new ideas to bring to a particular and concrete dilemma by tapping the knowledge and experience of participants.

- Share Problem of Practice Question
- Provide Overview of Dilemma
- Participants Ask Questions Pertaining to the Dilemma
- Group Discussion and Recommendations
- Reflections

Problem of Practice Question

What strategies should PGCPS consider to address adherence to implementing IEPs?





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Overview of Dilemma “Adherence to Implementing IEPs” (10 minutes)



Special Education Complaint Data: School Year 2023-2024 in Review

**July 1, 2023-
June 30 2024,
PGCPS received
the following
complaints:**

**80 Maryland State
Department of
Special Education
State Complaints
*11 from same filer**

- 72 With Violations
- 5 Without Violations
- 3 Withdrawn by the Parent
- 2 case still opened

**504 Calls Logged to
the Special
Education Family
Support Center**



**9 Office for Civil
Rights Complaints**

- 5 Complaints
Closed
- 4 Investigations
Pending

**42 Due Process
Complaints and
Mediation Filings
(Office of Administrative
Hearings)**

- 38 Cases Settled or
Withdrawn
- 2 Cases PGCPS
Prevailed
- 1 Case Dismissed
- 1 Case In-Process



Special Education Complaint Data: School Year 2024-2025 as of December 11, 2024

**July 1, 2024-
December 18,
2024, PGCPS
received the
following
complaints:**

49 Maryland State Department of Special Education State Complaints *19 from same filer

- 43 With Violations
- 3 Without Violations
- 3 Withdrawn by the Parent
- 40 Open Cases

**208 Calls Logged to
the Special
Education Family
Support Center**



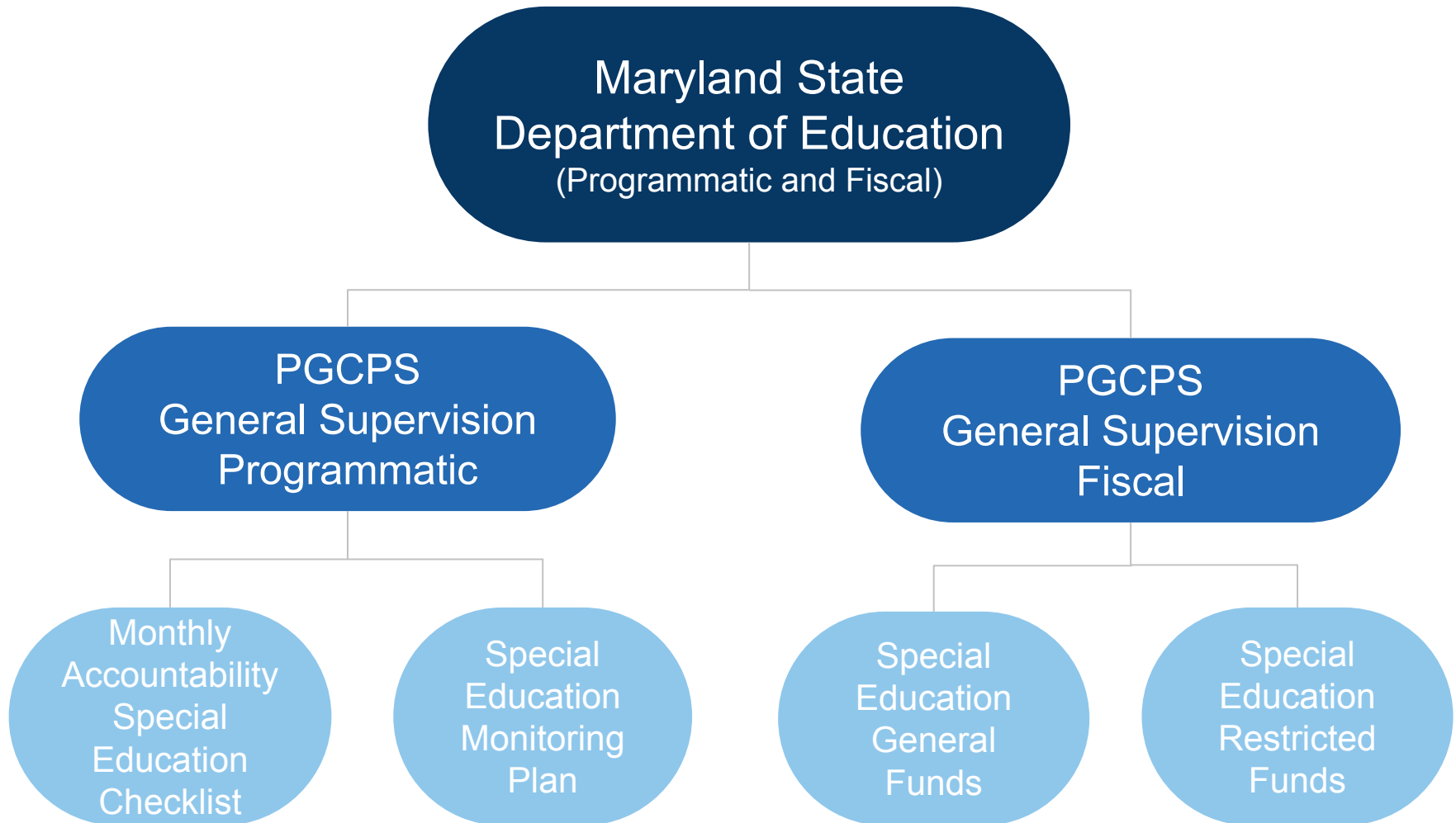
2 Office for Civil Rights Complaints

- 1 Investigation
Pending
- 1 Mediation
Pending

28 Due Process Complaints and Mediation Filings (Office of Administrative Hearings)

- 25 Cases were Settled
or Closed
- 1 Case Scheduled for a
Hearing in Feb 2025
- 2 Cases Pending
Hearing Dates

State and District Driven Data: General Supervision Monitoring for Continuous Results Approach



#1 Maryland State Department of Education Monitoring Process

Special Education Policy Review
IEP Review
Alternative Education Framework Review
Physical Restraint Review
Related Services Record Review
Case Study
State Performance Plan/Annual Performance Report (SPP/APR) Indicators

[Maryland State Department of Education Monitoring Process Descriptions](#)



#2 PGCPS General Supervision Monitoring Process

Alternate Instructional Framework and Alternate Assessment	Least Restrictive Environment (LRE) Monitoring
Emotional Disability Identification	Physical Restraint for Public Schools Physical Restraint and Seclusion for Nonpublic Schools
Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP)	Related Services Monitoring
Indicator 11 Monitoring (Child Find)	Text-to-Speech Accommodation Monitoring
Indicator 13 Secondary Transition	IEP Reviews at each school including non-public schools

[PGCPS General Supervision Monitoring Process Descriptions](#)

#3 Special Education Accountability Checklist-School Level

Type of Monitoring Component	Description of Monitoring Component
Special Education Accountability Checklist	<ul style="list-style-type: none">• Each month, the Special Education Instructional Specialist (SEIS) meets with principals/principal's designee to review special education data, topics and the monthly special education checklist.• A rolling agenda is used to document the status of checklist list items and follow-up actions.• The rolling agenda also captures any concerns for the school that require additional feedback from other team members or leadership.• The principal/principal designee signs-off on the checklist each month.

#4 Special Education Business Intelligence Reports

Type of Monitoring Component	Description of Monitoring Component
Special Education Business Intelligence (BI) Reports	<ul style="list-style-type: none">• Reports have been developed to provide important data to assist special education school leaders and IEP service providers with maintaining compliance and performance indicators.• The BI reports are also used by district special education leadership to monitor compliance and performance indicators.• Monthly reports are sent to principals, instructional directors and associate superintendents.

[Special Education Business Intelligence Reports](#)

Procedural Violations Can Include...

- Failure to include parents or guardians in the IEP process. Parents or guardians must be included in every step of the IEP process, from planning to implementation.
- Failure to provide proper and adequate notice to parents or guardians for IEP meetings or changes to the IEP.
- Failure to timely evaluate a student with a suspected disability.
- Failure to provide parents with any required documents at least five (5) business days before a scheduled IEP team meeting (Maryland only).

Substantive Violations Can Include...

- Failure to provide FAPE services to a student during a disciplinary removal.
- Failure to provide the appropriate level of services to a student as required by their IEP.
- Failure to provide a student with services in a timely manner once they have been found eligible under the IDEA.
- Failure to provide a student with the services in the in the least restrictive environment (LRE) possible, as outlined in the student's IEP.
- Failure to provide the necessary staff to carry out the services outlined in the IEP.



SY25 Special Education Challenges

1

Special Education Vacancies

2

Shortage of staff has impacted systems and structures to monitor special education processes at the school level leading to compliance and parent engagement concerns.

3

Limited professional learning opportunities at the opening of the school year and during the school day throughout the year that focuses on critical special education topics

4

Increase in number of students with interfering behaviors and social/emotional needs

5

Increased teacher/paraprofessional/ISEA absenteeism

Action Steps Taken to Address Challenges

Staffing:

- Partnered with HR to support recruitment and training of substitute staff
- Developed a vacancy plan for Program and Related Services
- Developed Targeted Assistance Plans for targeted schools
- Contracted Registered Behavior Technicians and paraprofessionals for students with interfering behavior who require more restrictive replacements
- Contracted teachers, paraprofessionals and Registered Behavior Technicians for schools with high vacancies rates
- Deployed central office staff to teach/assess/observe/facilitate IEP meetings
- Continued University Internship Partnerships
- Continued University Mentoring Partnerships (1st/2nd year teachers)
- Held staffing vacancy problem of practice virtual meetings with local and out-of-state school districts and national organizations

Supporting Social-Emotional and Behavior:

- Developed a Comprehensive Response Team Process to support schools
- Scheduled Monthly Behavior Support Staff Meetings
- Implemented plans to support social-emotional learning and positive behavior supports
- Expanded community partnerships to provide social-emotional supports to students
- Added social workers/ social worker interns

Supporting Professional Learning:

- Scheduled Monthly Principal/SEIS meetings
- Scheduled Monthly SPED School Leaders Meetings
- Held After School Coaching Clinics
- Provided Central Office Office Hours
- Developed a Tiered System of Support for Interventions/coaching/PD sessions
- Provided on-demand self-paced asynchronous special education professional learning modules



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Ask Questions Pertaining to the Dilemma
(20 minutes)



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Group Discussion and Recommendations (20 minutes)



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Reflections (10 minutes)

Reflection Time

Based on the feedback, comments and recommendations you heard today, what is one thing that resonated with you?

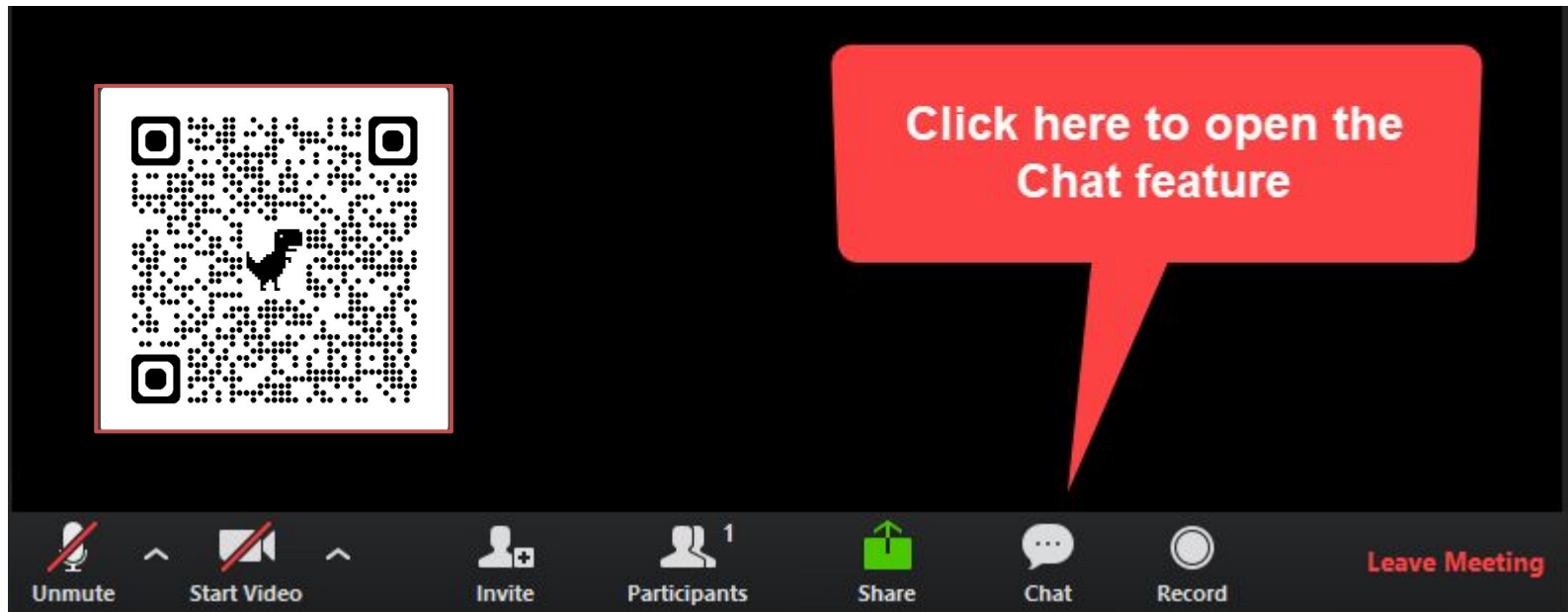




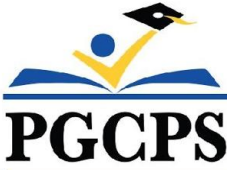
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Please complete the town hall meeting survey this evening.

The survey link has been placed in the chat.



Next Steps...



- After tonight's town hall meeting, SECAC will send out the notes via the SECAC listserv.
- The input from the survey will be used to inform the next town hall meeting.
- The input from the survey will be used to develop a comprehensive report to be shared with the Department of Special Education with recommendations from the SECAC.
 - If you are a parent and interested in working with the SECAC Board on the comprehensive report, please contact Ms. Janie Payne via email at rrmpayne@msn.com



SECAC Meeting Dates and Areas of Focus

PGCPS

February 25, 2025 - School Transitions and Resources for School Transitions

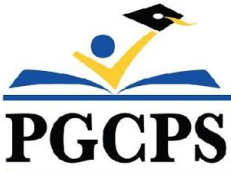
March 25, 2025 - SECAC Parent Town Hall Meeting 3

April 22, 2025 - Autism and Mental Health Awareness

May 27, 2025 - SECAC Parent Town Hall Meeting 4



SECAC Board

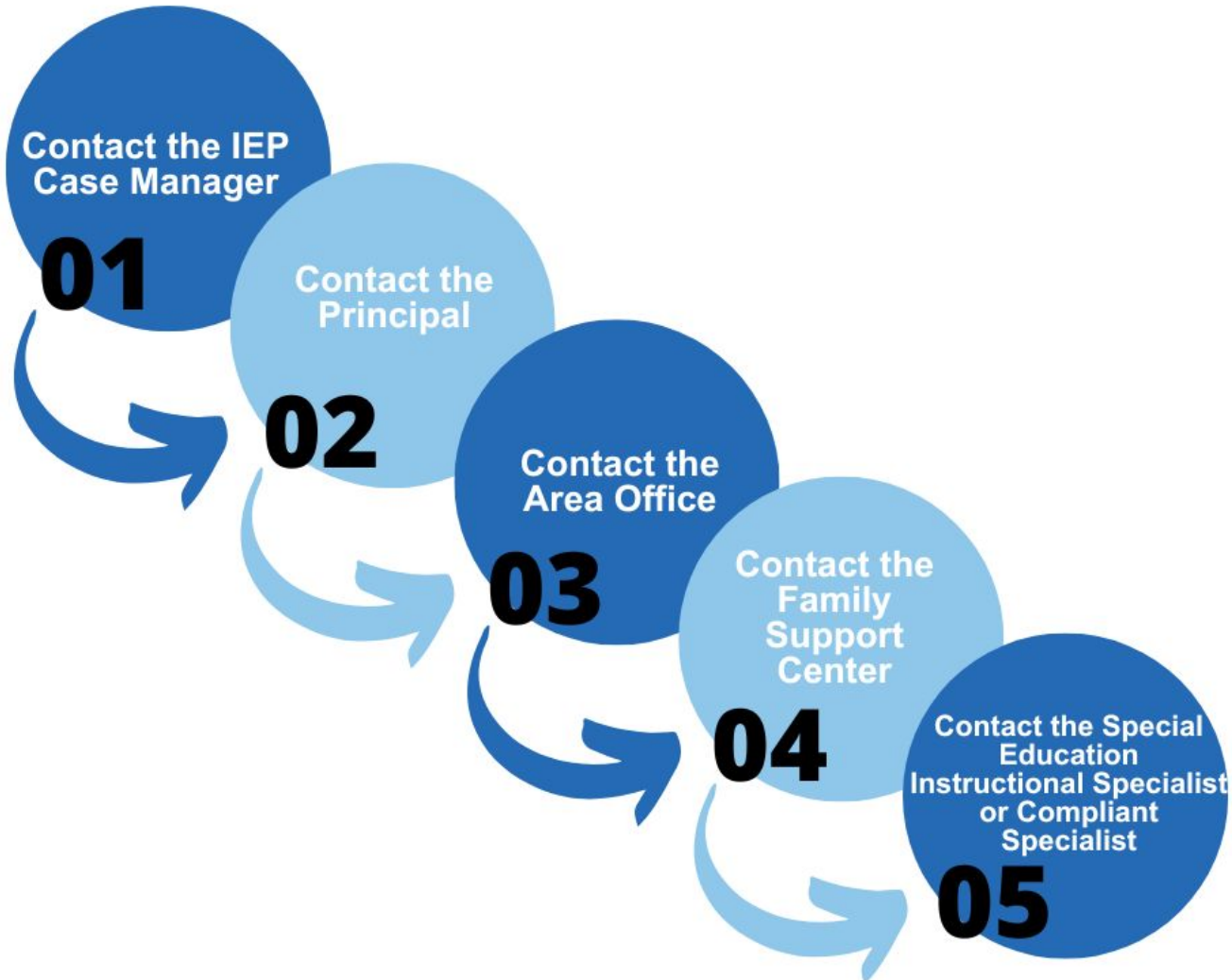


- If you are interested in joining the SECAC Board, please contact Ms. Janie Payne via email at rrmpayne@msn.com.

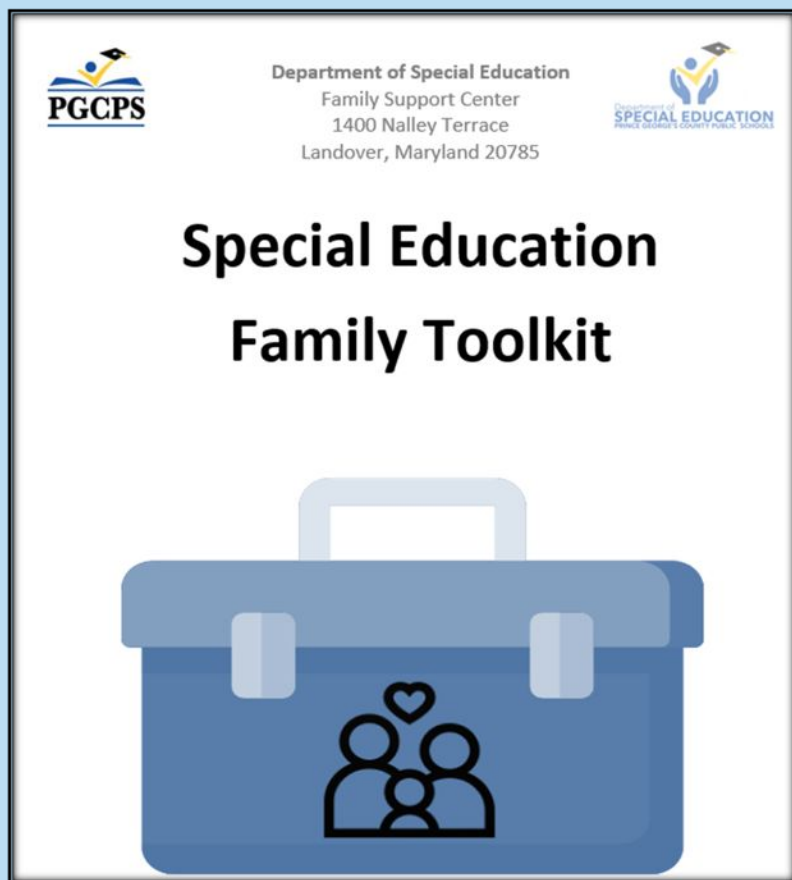




Steps to Resolve Concerns



[Central Office Resolution Contact List](#)



- The [Family Support Center](#) (FSC) released a new comprehensive [Special Education Family Toolkit](#) to provide easily accessible information on special education policies, procedures, and resources.
- Families will also find information and external links to laws (Federal/State), regulations, PGCPS policies, and Administrative Procedures.

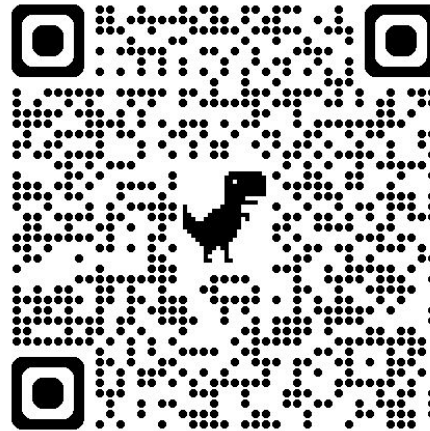


Family Support QR Parent Survey Code

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- The Department of Special Education (DSE) has developed an Individualized Education Program Parent Satisfaction Survey to gather feedback from parents and guardians about their experiences with the IEP process for their child.
- This survey will offer the DSE and school teams important feedback to help improve their IEP processes, ensuring they meet the needs of students with disabilities while building strong relationships with families.

[Individualized Education Program \(IEP\) Parent Survey](#)





**Thank You
For Attending!**