

Prince George's SECAC 10/26/21

Executive Board Members in Attendance: Troy Sampson, chair; Sarah Wayland, vice chair; Janie Payne, treasurer; Jamie Anfenson-Comeau, secretary; Pamela Talley, community liaison.

Others in Attendance: See Attached Screenshot

Chairman Troy Sampson opened the meeting via the Zoom online meeting platform at 6:33 p.m. and welcomed all attendees.

Trinell Bowman, Prince George's County Public Schools' associate superintendent of the Department of Special Education, shared several updates.

- The Safe Return to In-Person Instruction and Continuity Plan is now available online.
- There are a significant number of special education vacancies. If a child is impacted by the vacancies, they should be provided with a letter, plus an explanation of supports and services that will be put into place. Any time there is a long-term vacancy, there are policies and procedures that must be followed. Compensatory services may be provided.
- The fall mini conference will be held Nov. 6. Guest speaker Dan Hadib will be from 10 a.m. to noon.
- Several support groups are meeting, including the Parent Wellness Support Group, the Supporting Behavioral Change Support Group and the Empowering Parents of Deaf/Hard-of-Hearing Students Group.

Vice Chair Sarah Wayland asked Dr. Bowman about the special education staffing situation.

Dr. Bowman said that 112 schools are impacted by the special education vacancies, and 50 schools are impacted by speech/language pathologist vacancies.

Asked why there are so many vacancies, Dr. Bowman said that retirements, the impact of COVID-19, teachers leaving for virtual jobs and career changes are all contributing factors. Dr. Bowman said they have never had as many as 112 schools impacted by special education vacancies before.

Mr. Sampson asked Marsie Torchon, program coordinator, family engagement, to post a poll for attendees.

<Poll results can be inserted here.>

Mr. Sampson read the results. He then asked attendees to join the breakout rooms.

In Breakout Room #1, one parent said that one of their children, in a nonpublic placement, is doing well. But for the other child, meetings with school officials have been

ineffective and the parent doesn't find out about problems until after they occur. They are having difficulty navigating the middle school process.

A community member asked when the school system is holding recovery meetings, and how the school system is collecting data, given that many students are still virtual.

The community member stated that there are not enough people at the schools trained in crisis intervention, and mentioned an incident in which a student had a meltdown and no one was trained to handle the situation. They asked how to support students with emotional problems.

Another community member asked how teachers are providing instruction when students are in quarantine, and how the school system is providing compensatory services.

Another parent said that they received information about compensatory services, in which they were told their child did not qualify.

Mr. Sampson asked what evidence they used to make that decision.

The parent said the decision was apparently based on the student's reading and math scores.

The parent also expressed concern about inconsistent bus arrival times, with variation of a half hour or more, and said the app to track the bus does not work.

The parent said that students are being marked tardy or absent when their bus arrives late to school.

Secretary Jamie Anfenson-Comeau described an incident last week in which virtual students attended PE in the storage room because the laptop virtual students were attending class through was placed in the closet during an earthquake drill and then forgotten.

In Breakout Room #2, concerns recorded include:

1. If a student gets 2x extended time for classwork, how is that implemented by the school team so the student can also complete their classwork for all their classes? Do they get extra resource classes so they have time to complete the work? Do they get the material delivered at half speed? Do they get reduced assignments?
2. (related) If a student is on the diploma track, can they be shifted to a 5 or 6 year plan for graduating from high school? How is the length of the plan decided? How does a school implement the 5 or 6 year plan in terms of programming?
3. What happens to students who need to be pulled out of the regular classroom for 1:1 instruction (per the IEP) when there is no staffing to implement the pull out (because of

staffing shortages)?

4. Compensatory Services

a. When should parents expect to start the process of determining whether their student qualifies for compensatory services?

b. How is a child's progress measured?

c. How are parents supposed to document progress?

5. Electronics addiction

a. Because education was delivered electronically last year, many students are now struggling with electronics addiction that includes:

i. Dysregulation around denial of access to iPad

ii. Inability to disengage from watching YouTube (or TikTok or other sites)

b. What help can parents get from the school to help with the intense dysregulation their students are now exhibiting?

6. When staffing shortages mandate that people deliver instruction to students in the classroom that they are not trained to deliver, how will we insure that students are learning what they need to learn? (e.g., an SLP teaching social studies, science, and math classes at the high school level)

7. Given that the staffing vacancies will not be resolved this year, what is the plan for making sure students are accessing the instruction and services they are supposed to be receiving this year? Will there be a separate discussion about compensatory services for students in this situation this year?

8. How can we send an email to all parents of students with IEPs to let them know about SECAC meetings and also about the Family Support Center?

Ms. Wayland said that students and teachers have all been through a very traumatizing event and are having trouble adjusting back. She asked how to help students feel safe.

Mr. Sampson said he wished more parents had attended the SECAC meeting.

Community Liaison Pamela Talley said there are a number of challenges and that we are in a unique period; we need some unique solutions. There are no quick answers to getting things back to "where they used to be". She said we all need to come together and wrap all of our heads around it to make sure all students get what they need.

A community member asked why SECAC can't get an email list of students receiving special education services.

Mr. Sampson thanked everyone for attending. He noted that the next meeting is on Tuesday, Nov. 30, and the topic is "You Are Your Child's Best Advocate."

Mr. Sampson closed the meeting at 8:05 p.m.

Poll Report

Report Generated: 11/3/2021 8:56

Poll Details

1.Does your child attend

- Public School
- Non Public School
- Non Public School
- Public School
- Non Public School
- Public School
- Non Public School

2.What is the primary reason for you attending this meeting tonight?

- To express a concern
- To stay informed
- To obtain more information on the IEP process;To obtain resources;To stay informed
- To obtain more information on the IEP process;To obtain resources;To stay informed
- To stay informed
- To stay informed
- To obtain resources;To stay informed

3.How comfortable are you with navigating the special education process for your child?

- Neutral
- Very Comfortable
- Very Comfortable
- Neutral
- Neutral
- Neutral
- Neutral

4.Do you feel that your child is currently receiving services in accordance with their IEP?

- Somewhat
- No
- Somewhat
- Yes
- Somewhat
- No
- Somewhat

5. Do you feel like you were treated as an equal partner on your child's IEP team?

- No
- No
- Yes
- Somewhat
- Yes
- Yes
- Somewhat

6. How effective has communication been with your IEP team regarding questions or concerns about your child this school year?

- Neutral
- Neutral
- Somewhat Effective
- Neutral
- Neutral
- Somewhat Effective
- Somewhat Effective

7. How effective has the virtual IEP process been with your family?

- Somewhat Effective
- Neutral
- Neutral
- Neutral
- Neutral
- Very Effective
- Very Effective

8. If your child is currently in virtual learning, how effective do you feel this process has been for your child with a disability?

- N/A - My child is attending in person.
- Somewhat Effective
- N/A - My child is attending in person.
- Somewhat Effective
- Not Effective
- Neutral
- N/A - My child is attending in person.

9. If your child receives transportation as a related service, how satisfied have you been with school year?

- Neutral
- N/A - My child does not receive transportation as a related service.
- Not Satisfied
- Neutral

- Very Satisfied
- N/A - My child does not receive transportation as a related service.
- Somewhat Satisfied

10. How effective do you feel the Compensatory Services / Recovery Education process been for your family?

- I have not participated in the Compensatory Services / Recovery Education Process
- I have not participated in the Compensatory Services / Recovery Education Process
- I have not participated in the Compensatory Services / Recovery Education Process
- Neutral
- I have not participated in the Compensatory Services / Recovery Education Process
- I have not participated in the Compensatory Services / Recovery Education Process
- I have not participated in the Compensatory Services / Recovery Education Process

Participants (18)

Find a participant

<div>JA</div>	Jamie Anfenson-Comeau (Me)	<div><div></div><div></div><div></div></div>
<div></div>	Marsie Torchon (Host)	<div><div></div><div></div><div></div></div>
<div></div>	Andria Thomas	<div><div></div><div></div><div></div></div>
<div></div>	Tanisha Wooten	<div><div></div><div></div><div></div></div>
<div>LW</div>	Lily Williams	<div><div></div><div></div><div></div></div>
<div>b</div>	beth DIAITE (Co-host)	<div><div></div><div></div><div></div></div>
<div>SW</div>	Sarah Wayland (Co-host)	<div><div></div><div></div><div></div></div>
<div>y</div>	Yvette Young (Co-host)	<div><div></div><div></div><div></div></div>
<div></div>	Troy Sampson	<div><div></div><div></div><div></div></div>
<div>DC</div>	Donna Cain	<div><div></div><div></div><div></div></div>
<div>DA</div>	Dr. Alyssia James	<div><div></div><div></div><div></div></div>
<div>JP</div>	Janie Payne	<div><div></div><div></div><div></div></div>
<div></div>	Karen Andrews	<div><div></div><div></div><div></div></div>
<div>PT</div>	Pamela Talley	<div><div></div><div></div><div></div></div>
<div>S</div>	Shée'	<div><div></div><div></div><div></div></div>
<div>SI</div>	Sheila Izebere	<div><div></div><div></div><div></div></div>
<div>SJ</div>	Sylvia Jackson-Taylor	<div><div></div><div></div><div></div></div>
<div></div>	Trinell Bowman	<div><div></div><div></div><div></div></div>

Invite

Unmute Me

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