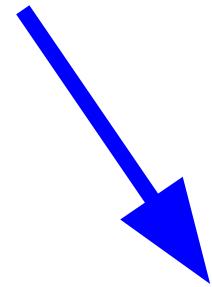


INTERPRETING SERVICES

SERVICIOS DE INTERPRETACIÓN

Simultaneous interpretation is available in Spanish.

La interpretación simultánea está disponible en español.



Recording Disclaimer



**This
session is
being
recorded**





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Special Education Updates

SECAC Meeting

September 23, 2025

Trinell M. Bowman, Associate Superintendent-Special Education



PGCPS PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

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Lolita E. Walker, MBA, PCC, District 9

Erioluwa Ajakaye, Student Board Member

Shawn Joseph, Ed.D., Secretary/Treasurer and Interim Superintendent



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Highlights for Special Education



Focus on Family Engagement Via Parent Surveys

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The Department of Special Education has released a ***parent survey for parents/guardians to complete following each IEP meeting regarding their experience during the IEP Process.***

The data will be collected by the Family Support Center and Data Management and an annual report shared with the Associate Superintendent of Special Education and Chief of Academics to guide efforts to improve services for students and improve efforts to increase positive family engagement.

[IEP Parent Survey Link](#)





The Equity Foci for Schools and District Offices for SY 24-26

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To ***Identify, Honor, and Nurture the Unique Brilliance of Students with Disabilities***, the Office of Equity, Diversity and Belonging (OEDB) and the Department of Special Education are requesting schools and district offices to intentionally focus on three areas:

To **cultivate** positive family relationships of students with disabilities in the IEP process.

(Schools)

To **develop**, **implement** and **monitor** specially designed instruction (i.e. accommodations, interventions) to meet the unique needs of students with disabilities.

(Schools)

To **promote** inclusive practices for students with disabilities.

(Schools and District)



Equity Focus for Special Education

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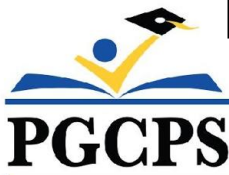
SY24-25 Equity Focus: *Identifying, Honoring, and Nurturing the Unique Brilliance of Students with Disabilities*

Equity Professional Learning Experiences		
What?	When?	Who?
Superintendent's Summer Learning Series	June, July, and August	Open to All Staff
Systemic Professional Development Day	September 23rd Focused on Bullying and Special Education Family Engagement	Mandatory for All Staff
School-based and Office-based Next Steps	Ongoing	All Constituents



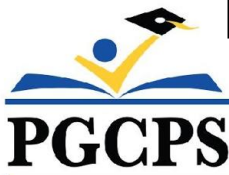
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SECAC Recommendations from the Final Report June 2025



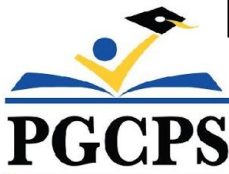
Recommendations through SECAC Town Halls

Recommendation	PGCPS Response	Status
1. Develop and implement a system for identifying those schools which are performing lower than expected in terms of special education, utilizing state complaint data, student removal data, and parent feedback, among other metrics, and engage those schools' administrations around the topic of special education. Likewise, identify some schools with high-performing measures in special education, and learn what those schools are doing to improve outcomes for students, with an eye towards universal implementation.	<p>The Department of Special Education is actively working to develop and implement a comprehensive system that leverages multiple data sources, including state complaint trends, student removal rates, and family feedback, to identify schools that may require additional support in delivering high-quality special education services. Our goal is to partner with school leaders to understand the root causes of challenges and to collaboratively create tailored action plans that ensure compliance and promote improved student outcomes.</p> <p>To support this goal, starting in SY26, the DSE will issue an Annual Special Education Report Card for every school. This report card provides a clear, data-based snapshot of how well schools are supporting students with disabilities and helps guide continuous improvement and accountability efforts. The key performance areas used are academic achievement, academic & IEP implementation, IEP process compliance, and behavior supports & equity.</p> <p>This system allows us to identify both high-performing schools that can serve as models, and schools needing additional support, so that we can tailor resources and interventions where they are needed most. By learning from what works and addressing persistent challenges, we are working toward better outcomes for all students with disabilities.</p>	Completed



Recommendations through SECAC Town Halls

Recommendation	PGCPS Response	Status
2. Increased mandatory professional development for teachers, staff and administrators on the subject of special education, IEPs and their implementation. Ensure training on special education and IEPs for long-term substitute teachers.	<p>Annually, administrators are required to attend the PGCPS School Leadership Institute, which includes mandatory professional development focused on special education. The topics of focus in SY25-26 were:</p> <ul style="list-style-type: none">• The Big 5: Key Resources for Special Education-What Principals Need to Know• Special Education Corrective Action Presentation (SLI)• Discipline and Behavior Strategies for Students with Disabilities: Essential Guidelines, Tips and Resources for Administrators• Unpacking the Success for All Students in the General Education Classroom Guide for Inclusive Practice (SLI 2025)• Engaging Parents of Students with a Disability in the IEP Process	Ongoing



Recommendations through SECAC Town Halls

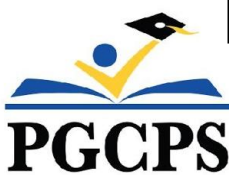
Recommendation	PGCPS Response	Status
2. Increased mandatory professional development for teachers, staff and administrators on the subject of special education, IEPs and their implementation. Ensure training on special education and IEPs for long-term substitute teachers.	<p>The following trainings are required for the 2025-2026 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)• SY25 MD Online IEP Updates• PGCPS Accommodations Module• Building A Safe and Inclusive Learning Environment: Strategies to Address Interfering Behaviors for Students with Disabilities• IEP Module: Developing Standards-Based IEPs-Part 1: Present Levels of Academic Achievement and Functional Performance• IEP Module: Developing Standards-Based IEPs-Part 2: Goals and Objectives• IEP Module: Evaluating Standards-Based IEPs-Progress Monitoring• Writing Compliant Prior Written Notices	Ongoing



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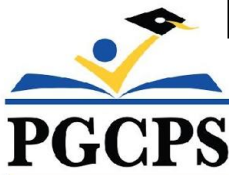
Recommendations through SECAC Town Halls

Recommendation	PGCPS Response	Status
2 (Cont'd) Increased mandatory professional development for teachers, staff and administrators on the subject of special education, IEPs and their implementation. Ensure training on special education and IEPs for long-term substitute teachers.	<p>The following trainings are required for the 2025-2026 school year for all paraprofessionals and instructional special education assistants:</p> <ul style="list-style-type: none">• PGCPS Accommodations Module• PGCPS Understanding and Supporting the Implementation and Monitoring of Specially Designed Instruction (SDI)• High Leverage Practices Overview• Building A Safe and Inclusive Learning Environment: Strategies to Address Interfering Behaviors for Students with Disabilities.• Managing Challenging Behavior-Part 1: Antecedent Strategies• Managing Challenging Behavior-Part 2: Consequence Strategies	Ongoing
3. Provide and expand on free training for all parents who want it related to the IEP process.	The Family Support Center will host six virtual parent workshops per month focused on Special Education and the IEP process.	Ongoing



Recommendations through SECAC Town Halls

Recommendation	PGCPS Response	Status
<p>4. Continue expanding access to specialty programs for students with IEPs and 504s, ensuring that specialty program staff members have the training to provide support and accommodations for special education students in their programs.</p> <p>In addition, ensure that students with IEPs are not excluded from field trips and extracurricular activities, and that there are supports and accommodations allowing for their participation in these activities as well.</p>	<p>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. More information will be forthcoming in the upcoming month.</p> <p>PGCPS school administrators are expected to follow administrative procedure Administrative Procedure 5122 when planning extracurricular activities for students with disabilities. In addition, school administrators are expected to follow Administrative Procedure 6153 when planning field trips. Both Administrative Procedures are linked below: Administrative Procedure 5122 - Requirement for Participation in Interscholastic Athletics and Extracurricular Activities Administrative Procedure 6153 - Student Field Trips, Day, Overnight or Virtual</p>	Ongoing



Recommendations through SECAC Town Halls

Recommendation	PGCPS Response	Status
5. Whenever possible and within the limits that the budget allows, increase hiring of special education teachers and related professionals, and improve benefits to incentivize hiring. One of the biggest concerns heard over and over during the town hall meetings was inadequate special education staffing levels. SECAC realizes that this recommendation may be beyond the control of the PGCPS Department of Special Education, and that everyone, including parents, taxpayers, Board of Education members, and legislators, have a role to play to help ensure that special education staffing levels are adequately and appropriately funded.	PGCPS is reviewing special education staffing in preparation for the FY27 budget cycle to include the continue implementation of Blueprint Plan priorities.	In-Process
6. Look into the possibility of making dedicated aides employees of PGCPS.	PGCPS is exploring benefits-eligible positions such as Itinerant Special Education Assistants and state-supported apprenticeship pipelines.	In-Process



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Special Education Corrective Action Update

The district has been placed under **corrective action by the Maryland State Department of Education.**

Why:

- Special Education Staffing Vacancies
- Increases in State Complaints from school year 2023-2024 to 2024-2025

Family Support Center Enhancements

Category	Change
Family Support Center Enhancements	<ul style="list-style-type: none"> • Added a Parent Engagement Instructional Specialist. • Family Support Center team will work collaboratively with Area Office Resolution Specialists and the Family Engagement Office to provide targeted training and coaching to schools based on IEP Parent Survey Data. • Meet with the Board of Education Staff to provide resources and process for support special education families. • Develop video vignettes for family PD, targeted support for low satisfaction schools • Offer weekly office hours to support schools with challenging family situations.



Special Education Process Enhancements

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Category	Change
Special Education Process Enhancements	<ul style="list-style-type: none">• Update Independent Education Evaluation Process to support better guidance regarding reimbursement and payment process.• Release Virtual Speech Provider Guideline Parent Brochure.• Release a Compensatory Education Services Parent Guide.• Develop an escalation process for noncompliance cases in collaboration with Area Offices.

Special Education Corrective Action



August 21, 2025

Board of Education Meeting Special Education Corrective Action Update

Dr. Judith J. White, Chief Academic Officer
Ms. Trinell M. Bowman, Associate Superintendent-Special Education



[Link to Board of Education Presentation](#)





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Family Support Center Upcoming Events

The Family Support Center

We are here to help you!

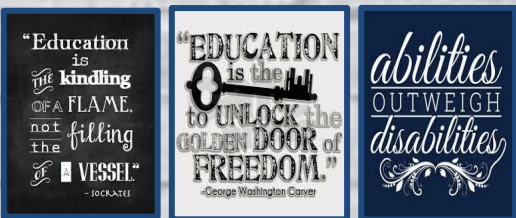
[Mission](#)

[Resources](#)

[Workshops/Calendar](#)

[Consultations](#)

 SUBSCRIBE



Angela



Dan



Donika

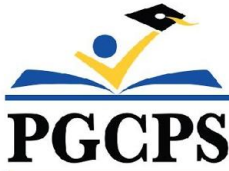


Yvette



Beth





What We Do - Family Support Center



The Family Support Center is dedicated to **empowering families** of students with disabilities.

Our mission is to provide **clear and accessible information about disabilities and related services, assist families in addressing educational concerns, and connect** them with the **resources** needed to make informed decisions about their child's education.



We strive to **strengthen collaboration** among families, schools, and community partners to promote positive outcomes for every child.

Our Services and Resources



✓ Workshops,
resource fairs &
conferences

✓ Access to
Lending Library

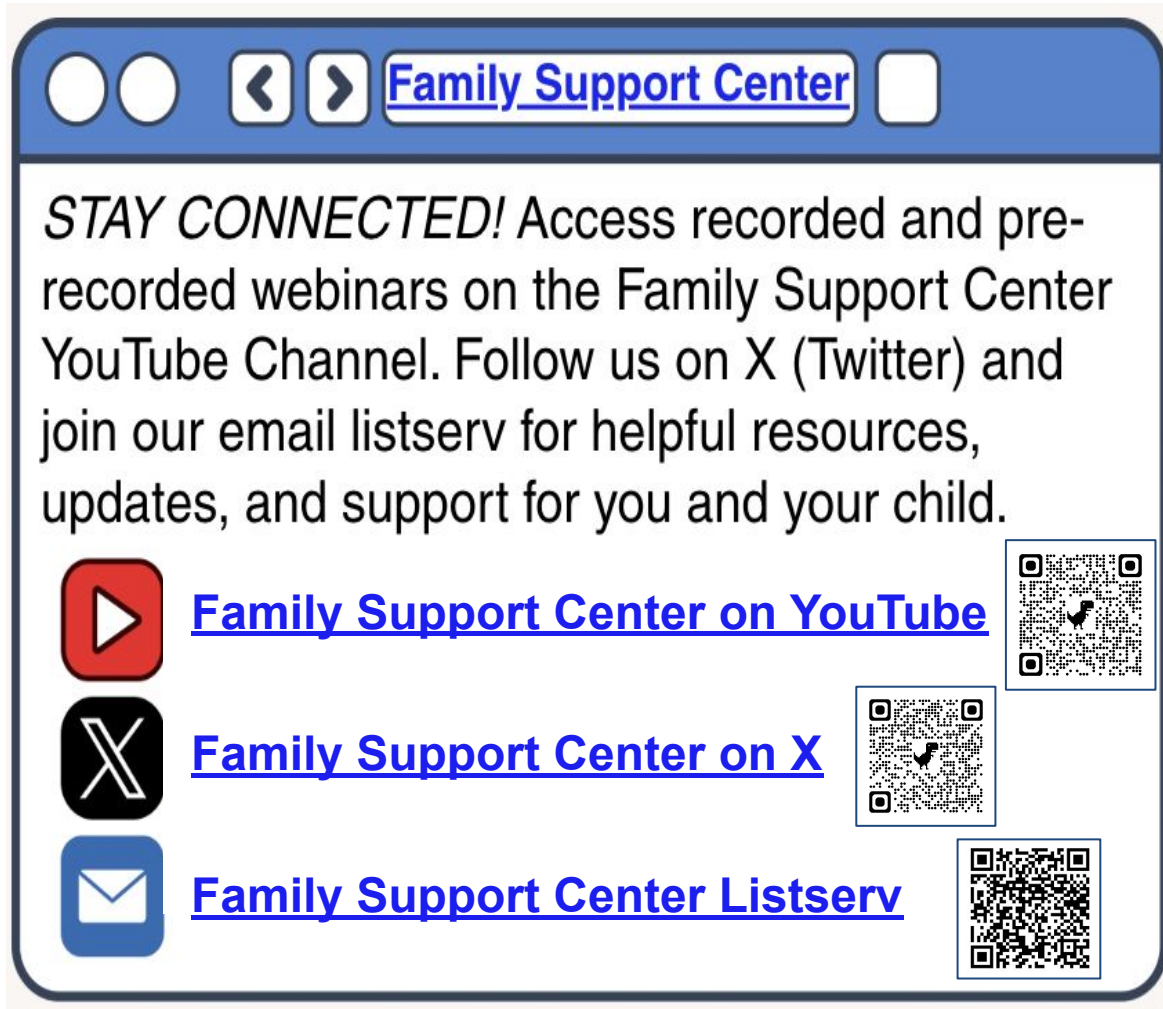
✓ Help with
Understanding the
IEP Process

✓ Support with
understanding
Procedural
Safeguards







✓ Referrals to
community
resources

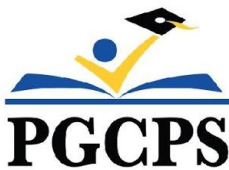
✓ Consultations and
IEP meeting Support

Family Support Center - Social Media



STAY CONNECTED! Access recorded and pre-recorded webinars on the Family Support Center YouTube Channel. Follow us on X (Twitter) and join our email listserv for helpful resources, updates, and support for you and your child.

-  [Family Support Center on YouTube](#) 
-  [Family Support Center on X](#) 
-  [Family Support Center Listserv](#) 



Family Support Center Workshops!

Prince George's County Public Schools
Department of Special Education
Family Support Center
1400 Nalley Terrace
Landover, Maryland 20785

FALL VIRTUAL CONFERENCE SERIES 2025

October 20, 2025
October 21, 2025
November 5, 2025

Scan me



6:30 p.m. - 8:00 p.m.

Department of Special Education
Family Support Center
1400 Nalley Terrace
Landover, Maryland 20785

**Understanding Special Education:
An Overview of the IEP Process**

October 1, 2025
October 16, 2025
November 6, 2025
November 20, 2025



6:30 p.m. - 8:00 p.m.

Department of Special Education
Family Support Center
John Carroll Administration Building
1400 Nalley Terrace
Landover, Maryland 20785

A Virtual Support Group

**BEHAVIOR CHANGES
SUPPORT GROUP**

Join us to learn ways to support your child's growth!

October 23, 2025
November 20, 2025
December 18, 2025

6:30 p.m. - 8:00 p.m.



Department of Special Education
Family Support Center
John Carroll Administration Building
1400 Nalley Terrace
Landover, Maryland 20785

**EN ESPAÑOL
EN SPANISH**

**LEARNING
TOGETHER**

November 6, 2025

6:30 p.m. - 8:00 p.m.

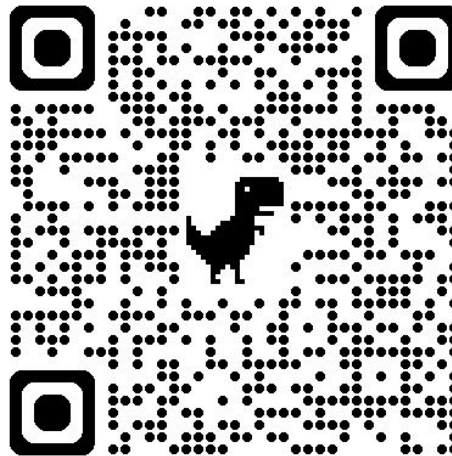




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Need us to Contact You? Family Support Center

If you have an individual concern you need to discuss with the Family Support Center (FSC), please use the QR code [here](#):



Family Support Center Information

Beth Hayre - Instructional Specialist

Angela Salmeron - Parent Liaison

Donika Cole - ESY Program Coordinator

Yvette Young - Social Worker

John Carroll Bldg (Room 3)

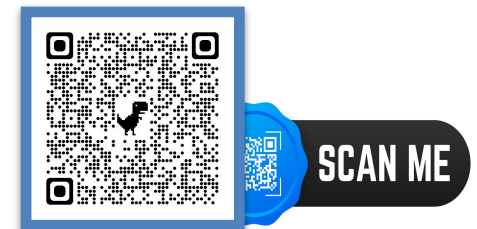
1400 Nalley Terrace

Landover, Maryland 20785

Phone: 301.431.5675



[Listserv
Registration](#)



SECAC Meeting Dates and Areas of Focus

September 23, 2025 - What Parents need to know about the IEP Process

October 28, 2025 - Maryland State Department of Education Final Blueprint Students with Disabilities Workgroup Recommendations and PGCPS Response

November 18, 2025 (3rd Tuesday) - SECAC Town Hall Meeting 1

December - NO MEETING

January 27, 2026 - Summer Camp Options for Students with Disabilities

February 24, 2026 - Turning Your IEP Data into Action

March 24, 2026 - What Parents Need to Know About Transition to Adulthood

April 28, 2026 - Autism Awareness


May 26, 2026 - SECAC Town Hall Meeting 2

June 9, 2026 - Assistive Technology



Who to Contact:



 SY 2025-2026 Resolution Team Contact List		
Problem	Resolution	Contact Information
Parent has questions regarding student's placement, program, and/or the Individualized Education Program (IEP)	<p>Contact the K-12 Office</p> <p>To find your child's assigned SEIS for their school, please review the list here: SEIS Assignments</p> <p>Camille Johnson Coordinating Supervisor, K-12 Instruction camille.johnson@pgcps.org</p> <p>Tameka Wright Elementary Instructional Supervisor tameka.hinton@pgcps.org</p> <p>Toni Brooks Secondary Instructional Supervisor toni2.brooks@pgcps.org</p> <p>Jessica Krumm Instructional Supervisor, Special Education Programs (Autism, Community Referenced Instruction, Regional and Twice Exceptional) jessica.krumm@pgcps.org</p>	<p>301-702-2890</p>

2025-2026 Special Education Resolution Team Contact List

Contact Information

For additional information, please contact:

Trinell Bowman

Associate Superintendent for Special Education

trinell.bowman@pgcps.org

301-618-8355