

INTERPRETING SERVICES

SERVICIOS DE INTERPRETACIÓN

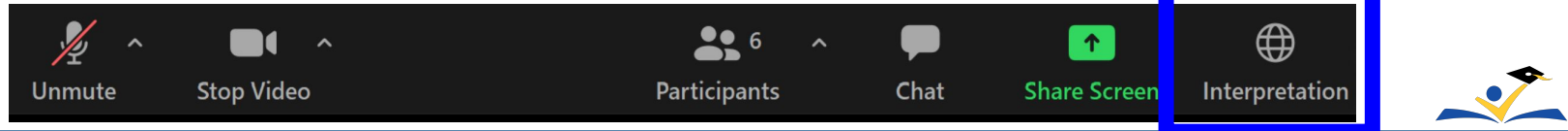
Simultaneous interpretation is available in Spanish, French and Tigrinya.

La interpretación simultánea está disponible en español.

L'interprétation simultanée est disponible en français.

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Simultaneous interpretation is also available in ASL.



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Unmute



Stop Video



Participants



Chat



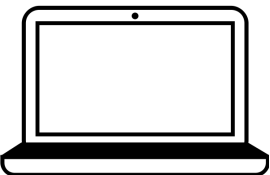
Share Screen



Interpretation

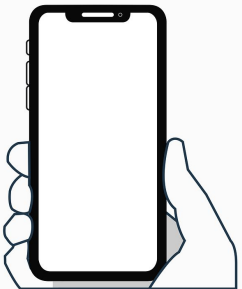
SERVICIOS DE INTERPRETACIÓN

INTERPRETING SERVICES



On a computer-- At the bottom of the screen will be an interpretation globe. Click that globe and then select *Spanish*.

En una computadora-- En la parte baja de la pantalla habrá un globo de interpretación. Haga clic en ese globo y seleccione "Spanish."



On a mobile device-- At the bottom of the screen, tap the ellipses icon on the bottom right (...).

- Tap *Language Interpretation*.
- Tap *Spanish*.

En un dispositivo móvil-- En la parte baja de la pantalla, toca el icono de elipses en la parte baja derecha (...).

- Toque *Language Interpretation*.
- Toque *Spanish*.

Recording Disclaimer



**This
session is
being
recorded.**

May 26, 2026

Special Education Citizens Advisory Committee (SECAC) Family Forum

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The purpose of tonight's SECAC Family Forum is to hear from Interim Superintendent Dr. Shawn Joseph, and Tonight's Family Forum is structured as a collaborative meeting to hear your feedback and ideas for next school year.



Your Voice
Matters!

Interim Superintendent, Shawn Joseph, Ed.D.

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From Pockets of Excellence to Excellence at Scale

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The Equity Tension



Overinvestment in Some

Significant central overinvestment in programs serving a distinct few students.

Underinvestment Across Many

Structural underinvestment across many schools that lack specialized labels.

Equity is not subtraction. It is design.

RECOGNITION

How did we get here?

REVERSAL

From Concentrated to Distributed Excellence.

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Redistribution: Excellence at Scale



Mathematics & Literacy

Acceleration for every early learner, not just select sites.



\$27M Special Ed

Stabilizing supports for our most vulnerable across the district.



AI & Safety

Modernizing every classroom with future-ready tools and security.



Professional Development

A Renewed Focus on Employee Growth.

Shared Responsibility



County Executive



County Council



State Delegation



Business Leaders

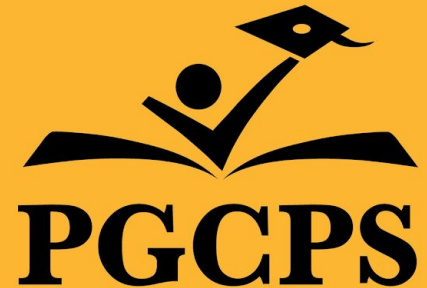


Community

EXCELLENCE FOR ALL.

Excellence is our promise to every student.

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Family Forum Structure

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Norms for SECAC & PGCPS Family Forum Meeting



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



Norms for SECAC & PGCPS Family Forum Meeting



- 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.
- If you would like to provide written feedback or have questions, please send it to jhflc.familysupport@pgcps.org
- Your adherence to these guidelines will enable the meeting process to move smoothly.



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

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



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 requested 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)

Special Education



Lessons From the Field

- **Family Engagement:** Engaging parents requires intentional effort for an ongoing relationship, clear communication, and actively elevating their voices in IEP decision-making.
- **Specially Designed Instruction (SDI):** Staff value differentiated, in-person training and role clarification; collaboration is critical for consistent implementation; and aligning SDI directly with IEP goals creates focused instruction.
- **Inclusive Practices:** While the series successfully expanded to include parents and guardians, a notable gap remains in incorporating the direct voices and perspectives of students with disabilities, who are central to these equity efforts.

Adjustments or Next Steps for 2026-2027

- **Family Engagement:** Continue training for families in understanding of the IEP process, build staff capacity for collaboration, and enhance IEP structures to be more flexible and accessible for families at target schools.
- **Specially Designed Instruction (SDI):** Address the inconsistent use of the SDI Fidelity Tool, SDI Look-fors, and SDI Planning Considerations document to improve instructional quality. Strengthen professional learning with differentiated pathways, provide follow-up coaching, and offer more SDI exemplars, especially in co-teaching and school-based settings.
- **Inclusive Practices:** Develop new strategies to reach and engage all staff in professional learning to deepen their understanding of how to implement inclusive practices. Incorporate the use of student voice into the training.

Family Forum Protocol

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Family Forum Protocol: Fishbowl & Waterfall



Family Forum: 60 minutes

- Family Engagement (15 minutes)
- Specially Designed Instruction (15 minutes)
- Inclusive Practices (15 minutes)
- General (15 minutes)

For each topic:

- Overview and review of proposed next steps. (1 minute)
- Participants (up to 4) raise hands to share oral feedback on proposed next steps for up to 3 minutes each. (12 minutes)
- After participants have shared, all other participants type feedback (agreement, disagreement, new ideas, etc.) in chat. Everyone presses “Enter” at once. Facilitator points out common themes and copies feedback into capture document. (2 minutes)

Family Engagement Poll

How would you describe your family engagement experience at your child's school this school year?

- Excellent — I felt welcomed, informed, and involved
- Good — Communication and involvement opportunities were consistent
- Fair — Some engagement opportunities were provided, but improvements are needed
- Poor — I did not feel meaningfully engaged or connected
- Unsure /Prefer not to answer



Family Engagement Recommendations

2025-2026 Lessons from the Field

Engaging parents requires intentional effort for an ongoing relationship, clear communication, and actively elevating their voices in IEP decision-making.

Proposed Adjustments for 2026-2027

- Continue training for families in understanding of the IEP process
- Build staff capacity for collaboration
- Enhance IEP structures to be more flexible and accessible for families at target schools.



Specially Designed Instruction (SDI) Poll Question

What is the most important component of effective specially designed instruction (SDI)?

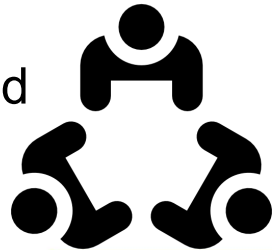
- Individualized supports (i.e. accommodations, interventions, supplementary aids and related services)
- Access to grade-level curriculum
- Progress monitoring and data
- Collaboration between school and family



Inclusive Practices Poll

How can schools best promote a sense of belonging and inclusion for students with disabilities?

- Increase peer interaction opportunities
- Provide ongoing professional development on inclusive practices and disability awareness.
- Include students with disabilities in leadership groups, advisory councils, school-wide events and school improvement conversations.
- Offer workshops that help families understand inclusive practices and supports.



Inclusive Practices Recommendations

2025-2026 Lessons from the Field

While the professional learning series successfully expanded to include parents and guardians, a notable gap remains in incorporating the direct voices and perspectives of students with disabilities, who are central to these equity efforts.

Proposed Adjustments for 2026-2027

- Develop new strategies to reach and engage all staff in professional learning to deepen their understanding of how to implement inclusive practices.
- Incorporate the use of student voice into the training.



General Feedback and Recommendations for 2026-2027



Next Steps...

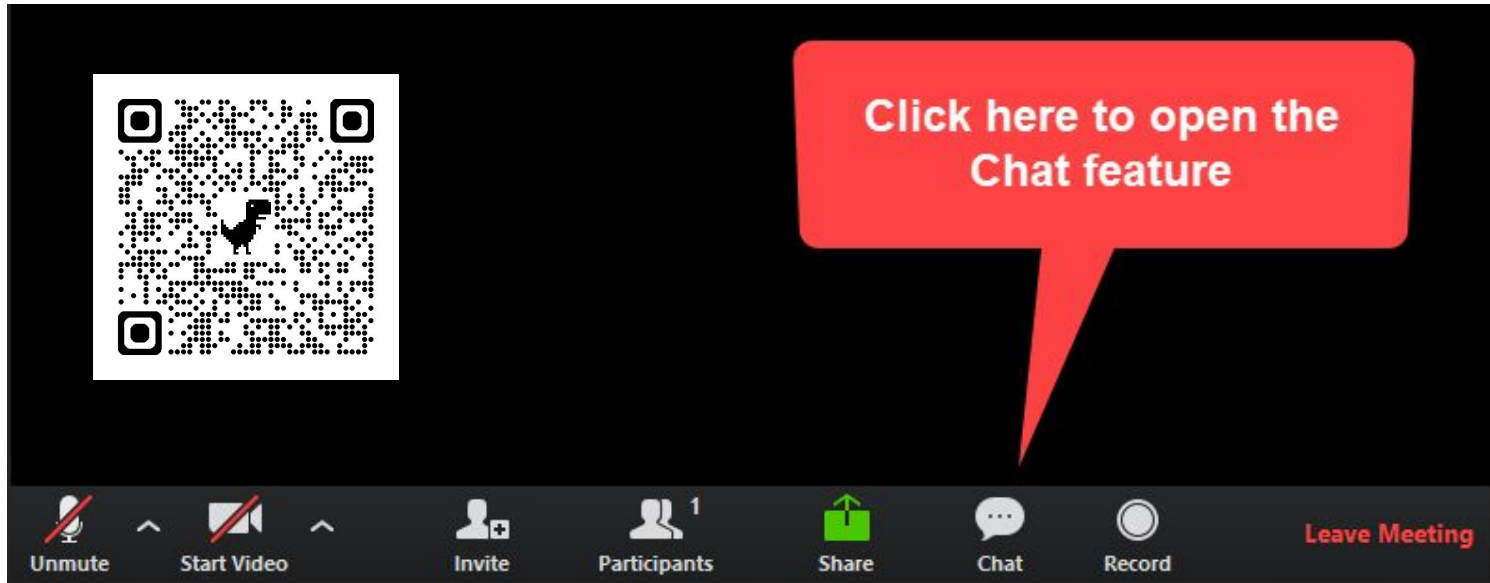


- After tonight's forum, your feedback will be analyzed and shared back with you.
- Tonight's session will be posted on the SECAC website.
- Your feedback and survey data will be included in a comprehensive report to be shared with the Board of Education and Prince George's County Public School.

Please complete the Family Forum survey this evening.



The survey link has been placed in the chat.



Upcoming SECAC Meetings (6:30 p.m.-8:00 p.m.)

June 9, 2026: Assistive Technology

Registration:

https://pgcps-org.zoom.us/meeting/register/6bX2_4fBRei-kup-SB42eQ

June 10, 2026: Understanding School Testing Data

Registration:

<https://us02web.zoom.us/meeting/register/9ss05IErR100AOAYiOjDnQ#/registration>

**Thank You
For Attending!**

