

Prince William County  
Special Education Advisory Committee

2020-2021

January 19, 2021 7pm

Virtual meeting

Meeting ID: 923 7481 4793

Meeting Passcode: 576616

[bit.ly/PWCS-SEAC](https://bit.ly/PWCS-SEAC)

**I. Opening of meeting: 1905**

- Call to Order: Jaime Van Echo
- Approval of December Minutes: motion to accept, Shelly, seconded by Kristie
- Citizen Time:
  - At every meeting of the SEAC, an opportunity is provided for visitors to make public comment. It is received without SEAC comment. The public comment is summarized in the SEAC meeting minutes. The SEAC is always looking for ideas and suggestions from students, parents and teachers that will improve the education of children with disabilities. The SEAC requests that any concerns expressed include general comments dealing with global issues rather than a specific comment dealing with a personal matter or situation. The Committee suggests that you address concerns about personal situations directly to the Office of Special Education. In accordance with HIPAA regulations, please refrain from using the names of students, teachers, or schools.
- Please use the comment box in the virtual meeting to identify your first and last name and magisterial district for the minutes.
- No takers as of 1908

**II. Office of Special Education:**

- Dr. Roper presenting SMORE news from around the division.
- Summary of handout of materials for special education parents and teachers by Dr. Roper:

- Total teachers picked up item: 979, items provided: 7794 (prior to January pick-ups), total parents who picked up items: 850, total items provided: 8600 (prior to January pick-ups)Dr. Roper has stated they have taken to delivering to people's homes as well when it was needed. She has shared several nice comments from parents via Yukiko about how happy they are about the services/assistance provided. Yukiko also provided an additional comment in the chat box:

“Truly appreciate the items--already using them with all my kids (elem & middle). Please share how thankful we are for these resources!

Extremely appreciate the items. Thank you Off. of Spec Ed.!

The resources were great! Very helpful. Great selection.

The items were amazing! My son loves everything that we got. We mentioned it in a meeting with our AP and also at the pickup last week. You can definitely tell someone took a lot of time to pick out the items.

Wonderful resources to support my virtual kindergartener. It was obvious how much thought went into the supplies chosen for these packs and we really appreciate it.

Items are great help for my son, well thought. We are grateful

Great resources and so appreciated!

I sent an email but will reiterate how much I truly appreciate the generosity and support as we teach from home!”

- Rhonda with the PRC has stated that number of classes have increased, and family engagement classes have increased, classes with arc have increased and parent participation has increased assumably thanks to zoom capabilities. Rhonda says other departments have also reached out the PRC for help as well.

### **III. Information regarding Make up services/Covid Recovery Services/ESY Services**

- ESY has been around and so have make-up services but covid recovery is new. Compensatory is when we recognize that there is a mistake in the IEP that needs to be compensated for... for example in a middle school situation when several teachers think a different teacher is working on a goal on an IEP but none of them are so that IEP goal needs to be compensated.

- In ESY, a student qualifies for ESY (extended school year) perhaps when they are about to breakthrough on a skill, or has an emerging skill, and a gap will cause the skill to suffer.
- When to consider covid recovery: there is a lack of expected progress toward the annual goals and in the general curriculum, if appropriate: the results of any reevaluation conducted, information about the child shared by the parent needs to be addressed or if the LEA anticipates that the child may need covid recovery services
- IEP teams should review student data from pre covid closures to establish a baseline and compare skills and performance towards IEP goals.
- Data from student participation in any post covid 19 school closure educational offerings should also be considered. This includes student participation in any activities and data from those offerings.
- Gathering new data: educators should be prepared to gather new data upon students returning to school in whatever format instruction is taking place. This includes does the student require extensive review to demonstrate previously learned skills. Does the student demonstrate inconsistencies in performance? Does the student demonstrate previously mastered or partially acquired skills?
- Rhonda: if a 22 year old student is awarded compensatory services does that student still receive those services even though he/she has aged out? Dr. Roper has stated that the team decides when those services expire.

#### **IV. Business:**

- Subcommittee to Review and update By-Laws: Jaime Van Echo, Shelly Witte, Kristie Bowie-Young, Rhonda Tabor, discussion and needs.  
Working Document  
We made a couple changes to the working document, one motion was not seconded, an adjustment was made, motioned, seconded, approved. Finishing reviewing the bylaws starting with article IV next meeting
- Subcommittee for SEAC Outreach and membership: Jaime Van Echo, Brandi Workman, Beverly Hicks, Yukiko Dove discussion and updates.  
No major updates
- Superintendent search Document: <https://bit.ly/PWCS2020SuperSearch>  
Special Education Community (Parents and Employees, SEAC) - 1 meeting - 7 people Strengths: Quality of staff all way round – especially SPED; strong teachers and support staff; diversity – collective group from everywhere\*\*;  
student opportunities – specialty programs. Challenges: Inequities across schools – resources not always available; need to increase salaries to hire and retain quality teachers; school-based management is confusing – the loud voice gets most attention; some schools overcrowded; moving forward during

the pandemic; socioeconomic divide; outdated infrastructure in some schools; parents not sure who to ask. Lack of cohesion among schools – site-based challenges lead to disparity of resources. Characteristics and qualities desired: Engages and includes all families; parents as partners; experience in a large diverse system\*\*; capable of thinking outside of box and can build a new box; builds relationships with post- secondary institutions; has the foresight to take PWCS to next level; has the ability to build positive Board relationships and team work; experience in managing lots of moving pieces; fiscally responsible. Wanted to include this in our minutes since we did participate in the superintendent search

- SEPTA update

Trying to spread information about different schools about what each SPED area is doing in different schools to raise awareness to share ideas and try to get more parents involved and spread ideas and collaborate

Discussed possible drive-in

Discussed sponsoring story-time

1. Virtual Gala-Dance-a-thon on Facebook.
  2. Thank you for helping spread awareness and links to SEAC on PWCS website. [bit.ly/PWCS-SEAC](http://bit.ly/PWCS-SEAC)
- Parent Resource Center: Rhonda Tabor <https://bit.ly/PWCS-ParentResourceCenter>  
Family Engagement, 504 plan February 16th, transition fair will be happening march 21st, parents as partners will be planning that, [peatc.org](http://peatc.org), email Rhonda if you have any questions, materials can be sent to the student to take home if the student is in school in-person, or email her at [taborrd@pwcs.edu](mailto:taborrd@pwcs.edu) for further help

Jaime has changed Rhonda's name to "Genie granting resource wishes" and Rhonda can magically transport these resources to parents and she also has access to books for students with disabilities and SIBLINGS of disabled students and even books down to kindergarten and pre-k students as well! Hence the new name!

- New Business?

1. Response to the JLARC report on Special Education in Virginia  
<http://jlarc.virginia.gov/pdfs/summary/Rpt545Sum.pdf>

What needs to be addressed specifically in PWC? We will be discussing this at the next meeting, so people have an opportunity to review this report prior to the next meeting.

2. Updates on Parents as Partners/Transition Fair?  
Rhonda already went over this

## **V. Member Time:**

- Kristie Bowie-Young: Superintendent Representative  
<https://www.vdpdalumni.net/advocacyweeks> information for those who are interested in participating in DD Day virtually January 25th through 29th and Feb 8th through 12th
- Yukiko Dove- At-Large  
If a parent still needs supplies, can they get it from Dr. Roper? Yes, they can!
- Beverly Hicks-Brentsville District  
absent
- Sarah Pitkin- Coles District  
Kids who are in school are doing well, everyone is happy that she knows, has redone her license for continuing education
- Deborah Tekempe-Gainesville District  
Thankful there is choice, parents she knows are happy
- Angela Comisky- Neabsco District  
absent
- Brandi Workman-Potomac District  
Phone dropped her
- Shelly Witte-Woodbridge District  
Nothing to add
- Consultant-Rhonda Tabor  
Parents can access professional library, and has e-books which are accessible
- Consultant-Joi Funches  
absent
- Jaime Van Echo-Superintendent Representative  
Applications are in, continued to hear good things from people who can choose between virtual and in-school, and has heard students have been successful in virtual who were not in-person
- Vacant-Occoquan District (Justin Caron fill-in)  
Apologizes for missing last 2 meetings
- Vacant- Teacher Representative
- Vacant-Superintendent Representative

- Vacant-Superintendent Representative

## **VI. Closing**

- Motion to close by Shelly, seconded by Kristie, meeting closed at 2025
- The SEAC is organized and functions in accordance with state and federal requirements. The Committee's functions include the following: monthly meetings with Director of the Office of Special Education; determining needs of children with disabilities within the county; developing priorities and strategies for meeting identified needs of children with disabilities; preparing and submitting an annual report to the Prince William County School Board.