


March 3, 2025




Ms. Trinell Bowman
Associate Superintendent for Special Education
Prince George's County Public Schools
John Carroll Center
1400 Nalley Terrace
Landover, MD 20785

RE: 
Reference: #25-206

Dear Parties:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services has completed the investigation of the complaint regarding special education services for the above-referenced student. This correspondence is the report on the final results of the investigation.



ALLEGATIONS:

On January 2, 2025, MSDE received a complaint from , hereafter, "the complainant," on behalf of the above-referenced student. In that correspondence, the complainant alleged that the Prince George's County Public Schools (PGCPS) violated certain provisions of the Individuals with Disabilities Education Act (IDEA) concerning the above-referenced student.

MSDE investigated the following allegations:

1. The PGCPS has not ensured that the student was provided with the social/behavioral supports and special education instruction required by the Individualized Education Program (IEP) since August 2024, in accordance with 34 CFR §§ 300.101 and .323. Specifically, the complainant alleged that the student was not provided with the social/behavioral supplementary aid of "weekly reports on goals" and the number of weekly special education instructional hours as required by the IEP.
2. The PGCPS did not ensure the proper procedures were followed when responding to a request to inspect and review the student's educational record since November 2024, in accordance with 34 CFR § 300.613. Specifically, the complainant alleged that she was not provided with the dates for the student's speech-language services and the baseline data that she requested by email on November 15, 2024.

BACKGROUND:

The student is seven years old and is identified as a student with autism under the IDEA. The student attends  () and has an IEP that requires the provision of special education instruction and related services.

FINDINGS OF FACT:

1. In its written acknowledgment, the PGCPS acknowledges that the PGCPS did not ensure the proper procedures were followed when responding to a request to inspect and review the student's educational record since November 2024.
2. The IEP in effect in August 2024, is dated May 20, 2024. The supplementary aids, services, program modifications, and supports included in the IEP requires weekly reports on IEP goals: "In order to help monitor [the student's] progress towards achieving his goals, parents require a weekly progress monitoring report towards his goals."

The IEP includes the following IEP goals:

- Written Language Expression:
 - "By May 2025, given a model and learned strategies as needed, [the student] will produce 4 sentences in order to respond to a writing prompt with 90% legibility in 4/5 trials."
- Math Problem Solving:
 - "By annual review given 4 addition or subtraction word problems with solutions within 100 read aloud, after direct support to determine the correct sign (e.g., "I see the phrase 'in all'. That means we add."), [the student] will solve by representing the problem using concrete objects (e.g. counters, cubes) and counting, with 75% accuracy (3 out of 4) problems, for (2 out of 3) problem sets."
- Reading Phonics:
 - "By annual review, when given a list of 10 Consonant-Vowel-Consonant (CVC) words, [the student] will segment the sounds correctly for (8 out of 10) words in (4 out of 5) trials."
- Self-management:
 - "Given access to a visual menu and unlimited support, [the student] will implement a strategy for self-regulation with adult guidance on 4/5 consecutive data points to increase task engagement."

This goal is not measurable. It does not clearly identify the behavior that will be increased by defining what aspect of self-regulation is targeted. It also does not include a criteria for mastery to identify what percentage of increase is required to achieve the goal.

- Speech-Language Expressive Language:
 - "By 2025, [the student] will improve expressive and narrative skills by describing events in a story and re-telling 3 events using transition words with 80% accuracy and answering WH- questions producing sentence responses with 80% intelligibility given faded visual and verbal supports in 2 out of 3 consecutive sessions."
- Speech-Language Articulation:
 - "By 2025, when given decreasing models, prompts and/or cues, [the student] will increase speech intelligibility by increasing the accuracy in which he produces age-appropriate speech sounds with 80% accuracy in 2 out of 3 consecutive sessions."
- Social Emotional/Behavioral:
 - "During structured routine instruction, [the student] will maintain his attention in order to actively participate in whole group activities for up to 15 minutes with the use of 1 verbal and 1 visual prompt."

The IEP requires the following classroom instruction:

- Weekly:
 - Five, one hour session of classroom instruction inside general education;
 - Five, one hour session of classroom instruction outside general education;
 - Three, 45-minute sessions of classroom instruction outside general education;
 - “1 hour of push-in special education services each day of the week will be dedicated to each of [the student's] academic goals and self-management goal;
 - [The student] will receive direct instruction in math and self-management outside the general education classroom to work on math, reading, and self-management skills. 1 hour of pull-out special education services each day of the week will be dedicated to each of [the student's]'s academic goals and self-management goal; and
 - [The student] will receive special education services in the area of reading. 1.2 hours (30 minutes 4 times a week and 15 minutes on day a week) will be spent per week on intervention in the area of Reading outside the classroom.”
3. There is documentation that self-regulation data was consistently collected for the student from September 12, 2024, through February 14, 2025.
 4. While there is documentation that the student received some of the reading intervention hours required by the IEP, it does not reflect that the student has consistently received the required amount of reading intervention hours required by the IEP since August 2024.
 5. While there is documentation that the student received some of the hours of direct instruction in math and self-management required by the IEP, it does not reflect that the student has consistently received the required hours of math and self-management instruction required by the IEP since August 2024.
 6. While there is documentation that the student received some of the hours of push-in services dedicated to the academic goals and self-management skills required by the IEP, it does not reflect that the student has consistently received the required number of hours dedicated to each of [the student's] academic goals and self-management goal required by the IEP since August 2024.
 7. There is no documentation that the student’s parents received the weekly reports on goals as required by the IEP.

CONCLUSIONS:

ALLEGATION #1

PROVISION OF SPECIAL EDUCATION INSTRUCTION AND SUPPORTS

Based on Findings of Fact #2 through #7, MSDE finds that the PGCPs has not ensured that the student was provided with the social/behavioral supports and special education instruction required by the IEP since August 2024, in accordance with 34 CFR §§ 300.101 and .323. Therefore, MSDE finds a violation.

ALLEGATION #2

RECORD REQUEST

Based on Finding of Fact #1, MSDE concurs and appreciates the PGCPs' acknowledgment that a violation occurred with respect to the allegation.

ADDITIONAL VIOLATION MEASURABLE GOALS

Based on Finding of Fact #2, the student's self-management goal is not measurable. Therefore, this office finds a violation.

CORRECTIVE ACTIONS AND TIMELINES:

The IDEA requires that State complaint procedures include effective implementation of the decisions made as a result of a State complaint investigation, including technical assistance activities, negotiations, and corrective actions to achieve compliance (34 CFR § 300.152). Accordingly, MSDE requires the public agency to provide documentation of the completion of the corrective actions listed below. Accordingly, MSDE requires the public agency to provide documentation of the completion of the corrective actions listed below.

MSDE has established reasonable time frames below to ensure that noncompliance is corrected in a timely manner.¹ This office will follow up with the public agency to ensure that it completes the required actions consistent with MSDE Special Education State Complaint Resolution Procedures.

If the public agency anticipates that any of the time frames below may not be met, or if either party seeks technical assistance, they should contact Ms. Nicole Green, Compliance Specialist, Family Support and Dispute Resolution Branch, MSDE, to ensure the effective implementation of the action.² Ms. Green can be reached at (410) 767-7770 or by email at nicole.green@maryland.gov.

Student-Specific

By May 2, 2025, MSDE requires the PGCPs to provide documentation that the school system has:

- Provided social/behavioral supports and special education instruction as required by the IEP.
- Provided the parent with the required weekly reports on IEP goals and responded to the request for records made in November 2024.
- Revised the self-management goal to be measurable.
- Convened an IEP team meeting and determined the amount and nature of compensatory services or other remedies to redress the violations herein and developed a plan for the provision of those services within one year of the date of this Letter of Findings.

The PGCPs must ensure that the complainant is provided with written notice of the team's decisions. The complainant maintains the right to request mediation or to file a due process complaint to resolve any disagreement with the team's decisions.

¹ The United States Department of Education, Office of Special Education Programs (OSEP) states that the public agency corrects noncompliance in a timely manner, which is as soon as possible, but not later than one year from the date of identification of the noncompliance. The OSEP has indicated that, in some circumstances, providing the remedy could take more than one year to complete. If noncompliance is not corrected in a timely manner, MSDE is required to provide technical assistance to the public agency, and take tiered enforcement action, involving progressive steps that could result in the redirecting, targeting, or withholding of funds, as appropriate.

² MSDE will notify the public agency's Director of Special Education of any corrective action that has not been completed within the established timeframe.

School-Based

MSDE requires the PGCPs to provide documentation by April 1, 2025, of the steps it has taken to ensure that the [REDACTED] staff properly implements the improvement plan that was drafted between MSDE and the PGCPs in July 2024. Further, the PGCPs must provide professional development at [REDACTED] for the implementation of IEP supplementary aids and services and specialized classroom instruction, drafting measurable goals, and the proper procedures to follow when responding to a request to inspect and review the student's educational record under the IDEA.

As of the date of this correspondence, this Letter of Findings is considered final. This office will not reconsider the conclusions reached in this Letter of Findings unless new, previously unavailable documentation is submitted and received by this office within fifteen days of the date of this correspondence. The new documentation must support a written request for reconsideration, and the written request must include a compelling reason why the documentation was not made available during the investigation. Request for reconsideration should be submitted to Tracy Givens, Section Chief, Dispute Resolution, at Tracy.Givens@maryland.gov. Pending this office's decision on a request for reconsideration, the public agency must implement any corrective actions within the timelines reported in this Letter of Findings.

The parties maintain the right to request mediation or to file a due process complaint if they disagree with the identification, evaluation, placement, or provision of a free appropriate public education (FAPE) for the student, including issues subject to this State complaint investigation, consistent with the IDEA. MSDE recommends that this Letter of Findings be included with any request for mediation or a due process complaint.

Sincerely,

Antoine L. Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

ALH/ebh

c: Millard House II, Chief Executive Officer, PGCPs
Darnell Henderson, General Counsel, PGCPs
Keith Marston, Compliance Instructional Supervisor, PGCPs
Lois Jones-Smith, Compliance Liaison, PGCPs
Aleia Johnson, Compliance Liaison, PGCPs
[REDACTED], Principal, [REDACTED], PGCPs
Dr. Paige Bradford, Section Chief, Performance Support and Technical Assistance, MSDE
Dr. Brian Morrison, Branch Chief, Policy and Accountability, MSDE
Alison Barmat, Branch Chief, Family Support and Dispute Resolution, MSDE
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