

June 9, 2025

[REDACTED]

Ms. Trinell Bowman  
Associate Superintendent-Special Education  
Prince George's County Public Schools  
John Carroll Administration Building  
1400 Nalley Terrace  
Hyattsville, Maryland 20785

Re: [REDACTED]  
Reference: #25-246

Dear Parties:

The Maryland State Department of Education (MSDE), Division of Special Education, 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.

**ALLEGATION:**

On February 5, 2025, MSDE received a complaint from [REDACTED], hereafter, "the complainant," on behalf of the above-referenced student. In that correspondence, the complainant alleged that Prince George's County Public Schools (PGCPS) violated certain provisions of the Individuals with Disabilities Education Act (IDEA) and related requirements concerning the student.

MSDE investigated the allegation that the PGCPS did not ensure that its administrative procedures were followed to respond to the student's lack of academic progress and behaviors, in order for the school staff to suspect that the student is a student with a disability under the IDEA since February 5, 2024, in accordance with 34 CFR § 300.111.

**BACKGROUND:**

The student is 18 years old and is not identified as a student with a disability under the IDEA. The student attended [REDACTED] School during the 2024–2025 school year and has a 504 plan. <sup>1</sup>The student graduated in May 2025.

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<sup>1</sup> "Section 504" refers to Section 504 of the Rehabilitation Act of 1973, which requires schools to provide a free appropriate public education (FAPE) to each eligible student, including the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the student as adequately as the needs of a student without a disability are met. (34 CFR § 104.33).

## **FINDINGS OF FACT:**

1. The prior written notice (PWN) generated following an Individualized Education Program (IEP) team meeting on September 23, 2024, reflects:
  - The student receives accommodations under a Section 504 plan for obsessive-compulsive disorder (OCD), social anxiety, attention-deficit/hyperactivity disorder (ADHD), and epilepsy.
  - The complainant requested an IEP for the student based on the private neuropsychological evaluation completed in July 2024, which confirmed diagnoses of autism, ADHD, OCD, depression, and anxiety.
  - The complainant requested special education services to prevent further academic decline.
  - The IEP team reviewed the private neuropsychological evaluation, academic history, parent and teacher input, and the PGCPs school psychologist's 2024 evaluation.

The IEP team determined that further educational assessments were needed to evaluate academic achievement levels. The IEP team also approved an Occupational Therapy (OT) referral to address motor skill concerns.

The IEP team determined the student did not qualify for Special Education services based on the information available and would reconvene to review additional assessments pending parental consent.

The complainant and her attorney disagreed with the IEP team decisions.

2. The PWN generated following an IEP team meeting held on October 28, 2024, reflects the IEP team convened for the purpose of reviewing assessments.
  - The IEP team determined that the student's disabilities did not require specialized instruction for him to access the general education curriculum.
  - The IEP team based its determination on psychological assessments, educational assessment, teacher input, parent input, current grades, attendance records, and educational history.

The complainant disagreed with the IEP team decision.

3. The PWN generated following an IEP team meeting held on December 17, 2024, "to discuss the assessment results and also to discuss parent concerns" reflected that the IEP team reviewed
  - Scholastic Assessment Test (SAT) scores March 2024, teacher input, current grade point average, grades 2023-2024 school year, Woodcock Johnson -IV (WJ-IV) November 8, 2024, OT input, Speech Language Pathologist (SLP) input, PGCPs May 2024 psychological report, and reports from private providers July 2024.

Parent raised concerns with motor skills; stated that the student's grades were not accurate, and she believes the student earned failing grades.

The IEP team determined that the student did not require specialized instruction to access the general education curriculum.

4. There is no documentation to support the allegation that the student was not making academic progress. There is no documentation to support the allegation that the student had behavioral concerns that prevented him from accessing the curriculum.
5. There is no documentation that the school staff suspected a disability requiring special education services.

**CONCLUSION:**

Based on Findings of Fact #1 through #5, MSDE finds that the PGCPs did not suspect the student is a student with a disability under the IDEA. Upon request from the complainant, the PGCPs did ensure that its administrative procedures were followed to respond to complainant's concerns with the student's lack of academic progress and behaviors, since February 5, 2024, in accordance with 34 CFR § 300.111. Therefore, MSDE does not find a violation.

**TIMELINES:**

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. Requests for reconsideration should be sent directly to Tracy Givens, Section Chief, Dispute Resolution at [Tracy.Givens@maryland.gov](mailto:Tracy.Givens@maryland.gov).

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 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 Special Education

ALH/ra

c: Millard House, II, Superintendent, PGCPs  
Darnell Henderson, Chief Counsel, PGCPs  
William Fields, Associate Counsel, PGCPs  
Diana K. Wyles, Associate Counsel, PGCPs  
Keith Marston, Supervisor of Compliance, PGCPs  
Lois Smith-Jones, Compliance Liaison, PGCPs  
[REDACTED], Principal, [REDACTED] School, PGCPs  
Dr. Paige Bradford, Section Chief, Performance Support and Technical Assistance, MSDE  
LaShonda Carter, Section Chief, Accountability and Data, MSDE  
Alison Barbat, Director, Division of Special Education, MSDE  
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