



# Accessing Supports and Services in Public School

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# Overview

- Your child has the right to a **Fair and Appropriate Public Education (FAPE)**. This is the law.
- Though some states [do it differently](#), no matter what, your child deserves a school and education that keeps them safe from 3 years old to 21 years old.
- There are different ways to meet your child's needs.
- Early Intervention, Early Stages, Child Find, Infants & Toddlers, or Public School
- *IEP/ IFSP are used interchangeably here. IFSP is usually children under 5*



# How does my child get help?

- Step 1- ASK!
  - “I’d like to meet and discuss concerns with my child’s education and if testing through the school will help them.”
  - *Email helps so it doesn’t get lost and you can track this.*
- Step 2- Meeting to review existing data (“AED”) and decide next step.
  - Could consider a “Tiered Approach” or “Response to Intervention/RTI.”
- Step 3- Possible testing by School Psychologist- Academic and Cognitive (IQ).
- Step 4- Plan developed by team, approved by parent/ guardian.
- Step 5- Review every year (or whenever you ask) via “MDT” meeting.
  - Re-do school testing again after 3 years
- Link: [IEPs and 504s](#)



# What is an IEP?

- Provides your child their FAPE through guaranteeing **access** and **progress** to education.
  - **Access**= Allows my child to get there and understand
  - **Progress**= Lets my child move along appropriately
- How?
  - Assess your child's needs.
  - Meet your child where they are.
  - Improve things through related services and specialized instruction.
- Where?
  - Education is in the Least Restrictive Environment ("LRE")- not always a "Special Ed Classroom."
  - Could be neighborhood, county or non-public/ private.
  - Transportation offered.



# What is an IEP?

- What is on it?
  - Goals, objectives, and baselines in categories that impact your child
  - Specific and Measurable
    - Bad goal: “Lindsay will increase her reading”
    - Good goal: “In 6 months, Lindsay will independently read 3-4 unknown sight words out loud by sounding them out.”
- Possible IEP Categories:
  - Academic: Reading
  - Academic: Written Expression
  - Academic: Math
  - Communication/ Language (Speech)
  - Behavior Support Services (Counseling)
  - Occupational Therapy
  - Physical Therapy
  - Transition





# What is an IEP?

- Their MEDICAL diagnosis is not their IEP category
  - IEP category is whatever is the most impact on their education

School Calls It	School Means	Your Doctor Might Call It
SLD	Specific Learning Disability	Learning Disorder, "Dyslexia"
OHI	Other Health Impairment	ADHD, NF, CF
ASD	Autism Spectrum Disorder	Autism, "Aspergers"
SLI	Speech-Language Impairment	Mixed Expressive Receptive Language
ID	Intellectual Disability	Intellectual Disability
ED	Emotional Disability	Conduct Disorder, Oppositional Defiant Disorder, Anxiety, Depression, Trauma, PTSD
TBI	Traumatic Brain Injury	Concussion
MD	Multiple Disabilities	(*Some combination of these)
DD	Developmental Delay	Global Developmental Delay



# What is a 504 Plan?

- Specific medical need that limits “major life activities.” Examples:
  - Asthma, Mobility, Visual/Hearing need: *Breathing, Bending, Walking*
  - Sleep condition
  - ADHD: *Thinking, Speaking, Concentrating*
  - Toileting: *Caring for Oneself*
- What could my child receive?
  - Wheelchair use
  - Hearing
  - Note Taker
  - Assistive Technology
  - Scheduled visits with nurse
  - Breaks
  - Snacks
- Link: [What is offered in a 504 Plan?](#)
- Link: [Common Accommodations](#)



# What's the Difference?

Only IEP	Both
Specialized Instruction	Small group testing (focus)
OT/ PT/Speech	Extended breaks
Long process, lots of documentation	Frequent breaks
Academic and Cognitive (IQ) testing	Typing or non-handwritten accommodations
Assistive Technology	Functional Behavior Assessment/ Behavior Intervention Plan/
Post-school/ College or Work transition plan	Safety Plan for elopement
Dedicated Aide	
"Special Classroom"	
ESY	

*\*504 Plans are typically "easier" to get, but usually require medical documentation.*





## Other notes on IEPs

- Once your child has an IEP, they'll get a Case Manager at school.
- IEPs must be reviewed annually. 504's should be.
- Progress reports on goals every quarter.
- Non-public isn't always best (distance, time from non-disabled from peers).
- Sometimes there are needs in some categories but not all.
- Sometimes your child might add or no longer need a category.
- Updated psychological testing must happen every 3 years to confirm their needs. Updated Cognitive (IQ) and Academic achievement tests
- "PWN" means Prior Written Notice- The school must give you notice for any meetings or discussions about your child's education



# PWN or Prior Written Notice

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**  
**Notice of Individualized Education Program (IEP) Team Meeting**

Date of Notice: 08/27/2024  
Date(s) of additional contact(s): \_\_\_\_\_

To the Parent(s)/Guardian(s) of \_\_\_\_\_

The IEP team would like to invite you to participate as a partner at an IEP Team meeting to discuss your child's educational program at **9:30 am on 09/18/2024 at Virtual via Zoom.**

Your attendance at this meeting is encouraged. You are entitled, by state law, to notification 10-days prior to any IEP team meeting. You are also entitled to notification in your native language.

**The purpose of this meeting is to:**

- review existing information to determine the need for additional data.
- review written referral and/or existing data and information, and, if appropriate, determine eligibility for special education services.
- develop the IEP.
- review and, if appropriate, revise the IEP.
- consider reevaluation to determine need for additional data, determine services and/or determine continued eligibility.
- conduct a manifestation determination.
- address functional behavioral assessment and/or behavioral intervention plan.
- consider Extended School Year services.
- consider postsecondary goals and transition services.
- review disciplinary removals to develop a behavioral intervention plan.
- consider transition from the Infants and Toddlers Program to Preschool Special Education
- Other:

**The following agency and/or school personnel are expected to attend:**

Title	Title
IEP Case Manager _____	Parent _____
Assistant Principal _____	Psychologist _____
General Education Teacher _____	_____
_____	_____
_____	_____

If you wish, you may invite others who have knowledge or special expertise regarding your child to attend this meeting with you. If others will attend, please indicate their names below. For parents with a child possibly transitioning from the Infants and Toddlers Program to Preschool Special Education, the parents may request that a representative of the Infants and Toddlers program attend.

\_\_\_\_\_

Beginning no later than the first IEP to be in effect when the student turns 14 or older, if appropriate, your child will be invited and expected to attend.

Student is invited to the IEP Team meeting  Yes  No

"Procedural Safeguards Parental Rights" booklet enclosed  Yes  No



## What's next?

- Confirm your contact information at school so they can call/email you.
- Find out who your point person is at school.
  - Not a “regular” teacher in most cases
  - “Case Manager” “Special Education Director” “Assistant Principal for Specialized Services”
  - Sometimes can get mixed in with English Language Services
- Look at all your paperwork from doctor’s visits and previous tests.
  - Sometimes, this can help move things along faster
- Ask (and include Lindsay).
- Encourage your child to advocate for their needs!

**Tell us about your school and  
plan!**



## Reflection

- Does your child have a plan? Which one? What county?
- Do you know the category?
- Do you know the hours?
- When was your last meeting with school?
- Transportation?
- Related Services?
- What does their “outside general ed” look like? Small group? How small?
- Is it time to ask about transition services?
- Do you need to schedule a doctor's appointment for medical confirmation?
- Does your child know their own accommodations?



# Thank You!

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