



Karen B. Salmon, Ph.D.
State Superintendent of Schools

April 15, 2019

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Ms. Trinell Bowman
Director of Special Education
Prince George's County Public Schools
1400 Nalley Terrace
Landover, Maryland 20785

RE: XXXXX
Reference: #19-113

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 of the final results of the investigation.

ALLEGATION:

On February 15, 2019, the MSDE received a complaint from Ms. XXXXXXXXX, 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) with respect to the student.

The MSDE investigated the allegation that the PGCPS has not ensured that the Individualized Education Program (IEP) has addressed the student’s reading and math needs, since February 15, 2018, in accordance with 34 CFR §§300.101, .320 and .324.

BACKGROUND:

The student is fourteen (14) years old, is identified as a student with an Intellectual Disability under the IDEA, and has an IEP that requires the provision of special education and related services. She is in the eighth (8th) grade and attends the XXXXXXXXXXXXXXXXXXXX (XXXXXXX).

FINDINGS OF FACTS:

1. The student is identified as a student with an Intellectual Disability under the IDEA. The student achieved a General Ability Index (GAI) score of 54 on her last cognitive assessment. This score represents that the student is functioning in the “extremely low range” of cognitive ability.
2. The IEP team has determined that the student has a significant cognitive disability and that she requires instruction and assessment using alternate academic achievement standards.
3. The IEP includes goals for the student to improve her math and reading skills consistent with the data regarding her needs. The goals are aligned with the Maryland Alternate Academic Standards applicable to the student’s grade of enrollment. The goals relate to grade level content, but are restricted in scope and complexity in order to be achievable, based on the student’s current levels of performance.
4. The IEP goals and objectives describe the skills to be developed, the conditions under which the skills are to be developed, the criteria for measuring achievement of the skills, the method of measurement, and the timeframe by which the goals will be achieved.

CONCLUSION:

Based on the Findings of Facts #1 - #4, the MSDE finds that the PGCPS has ensured that the IEP addresses the student’s reading and math needs, in accordance with 34 CFR §§300.320 and .324. Therefore, this office does not find that a violation occurred.

TIMELINE:

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 (15) 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 for why the documentation was not made available during the investigation. 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.

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Questions regarding the findings and conclusions contained in this letter should be addressed to this office in writing. The complainants 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. The MSDE recommends that this Letter of Findings be included with any request for mediation or a due process complaint.

Sincerely,

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Early Intervention
and Special Education Services

MEF/ksa

c: Monica Goldson
Gwendolyn Mason
Barbara Vandyke
XXXXXXXXXXXX
Dori Wilson
Anita Mandis
K. Sabrina Austin
Nancy Birenbaum