



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

August 27, 2018

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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: #19-004

Dear Parties:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS), 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 July 3, 2018, the MSDE received a complaint from Ms. XXXXXXXXXXXX, hereafter, “the complainant,” on behalf of her daughter, 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 student’s speech/language needs have been addressed since January 18, 2018, in accordance with 34 CFR §§300. 320, and .324.

BACKGROUND:

The student is twelve (12) years old and is identified as a student with a Specific Learning Disability under the IDEA, and has an IEP that requires the provision of special education instruction and related services. The student attends XXXXXXXXXXXXXXXXXXXX.

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FINDINGS OF FACTS:

1. The IEP has included a statement of the student's present levels of performance in the area of speech/language, consistent with the data that the student's hearing loss negatively impacts her speech intelligibility. It has also included an annual goal for the student to improve speech intelligibility consistent with the needs that are identified in the data, as well as speech/language therapy and supplementary aids and services to assist her in achieving the goal.
2. The reports of the student's progress towards achievement of the speech/language goal reflect that she is making sufficient progress to achieve the goal, and her 2017-2018 report card reflects that she earned A's and B's in her classes. However, the speech/language therapist's logs reflect that, between January 18, 2018 and the end of the 2017-2018 school year, speech services were not consistently provided in the amount and frequency required by the IEP and there is no documentation that the missed services were provided at a later date.

CONCLUSION:

Based on the Findings of Facts #1 and #2, the MSDE finds that the IEP has been designed to address the student's speech articulation needs, in accordance with 34 CFR §§300.101, .320, and .324, therefore, this office does not find a violation with respect to the allegation.

However, based on the Finding of Fact, #2, the MSDE finds that the student has not been consistently provided with the speech/language therapy required by the IEP, in accordance with 34 CFR §§300.101 and .323. Therefore, this office finds that a violation occurred.

CORRECTIVE ACTION/TIMELINES:

Student-Specific

The MSDE requires the PGCPS to provide documentation by October 1, 2018 that the student is being provided with the speech/language therapy required by the IEP. The PGCPS must also provide documentation that the IEP team has convened and determined whether the loss of speech/language therapy sessions had a negative impact on the student's ability to benefit from the educational program.

If the team determines that there was a negative impact, it must also determine the amount and nature of compensatory services or other remedy to redress the violation and develop a plan for the provision of those services within one year of the date of this Letter of Findings.

