




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

September 17, 2019




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

RE: 
Reference: #20-005

Dear Parties:


The Maryland State Department of Education, Division of Early Intervention/Special Education Services (MSDE), 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 29, 2019, the MSDE received a complaint from Ms.  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 above-referenced student.

The MSDE investigated the allegation that the PGCPS did not ensure that the student was provided with the transition services required by the Individualized Education Program (IEP), during the 2018 - 2019 school year, in accordance with 34 CFR §§300.101, 320, and .323.

BACKGROUND:

The student is 20 years old, is identified as a student with an Emotional Disability under the IDEA, and had an IEP that required the provision of special education instruction and related services. During the 2018 - 2019 school year, the student attended the  a nonpublic school where she had been placed by the PGCPS. On August 7, 2019, she graduated from the PGCPS with a Maryland State High School Diploma.

FINDINGS OF FACTS:

1. The IEP, dated July 9, 2018, includes postsecondary goals for the student to work in the field of cosmetology. The IEP reflects that the student will participate in academic transition activities with her social worker and IEP case manager to increase her self-awareness and self-advocacy skills. In addition, it reflects that the student will participate in employment transition activities with her social worker and IEP case manager, such as completing service learning hours and career research related to her interest.
2. On May 13, 2019, the IEP team convened for an annual review of the student's IEP. The IEP was revised to include additional academic and employment transition activities, such as internet research on various careers and colleges, improving financial management skills and learning how to budget money in mock activities, practicing completing job applications, completing mock interviews, and developing a resume to prepare her for job-searching.
3. The May 13, 2019 meeting summary reflects that the team reported that college tours were scheduled for the student, and that she and the social worker were working on budgeting activities, employment coaching, participation in mock interviews with school staff, and completing job applications.
4. The related service logs, completed by the student's social worker, and documentation provided by the school staff, reflect that between September 18, 2018 and July 19, 2019, the student participated in the transition activities, such as increasing her self-awareness and self-advocacy skills, completing service learning hours and career research related to her interest, improving her financial management skills, practicing completing job applications, completing two mock interviews, and developing a resume to prepare her for job-searching.
5. On July 17, 2019, the IEP team convened to address parental concerns about graduation requirements and transition activities for the student. The meeting summary reflects that the student completed her academic and employment transition activities required by the IEP, and it also included the date on which those activities were completed.
6. The progress reported on the academic and employment transition goals, dated July 29, 2019, reflect that the student completed all of the transition goals by the end of the Extended School Year (ESY) services, as required by the IEP.

CONCLUSION:

Based on the Findings of Facts # 1 - #6, the MSDE finds that the PGCPS did ensure that the student was provided with the transition services required by the IEP, during the 2018 - 2019 school year, in accordance with 34 CFR §§300.101, 320, and .323. Therefore, this office does not find that a violation occurred with respect to the allegation.

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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.

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. 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/Special Education Services

MEF:ac

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