

2023



PARENT INFORMATION SERIES
Special Education Services in Maryland:

The Individualized Education Program (IEP)

Special Education
Process

Parental Rights

Understanding
the IEP

Secondary
Transition



INTRODUCTION

A Parent's Guide to Special Education Services in Maryland is part of Maryland's **Birth through 21 Parent Information Series**, a collection of publications designed to support families in the special education system of services in Maryland. This booklet will discuss each section of the IEP and help families to fully participate in the process to develop, review, and revise their child's IEP.



TABLE OF CONTENTS

page 4

Parent Participation In The Special Education Process

page 5

What the Law States

page 6

The Individualized Education Program (IEP)

page 16

A Checklist for Parents

page 18

What If I Have Questions or Need Help?

For more information visit us at
www.marylandpublicschools.org



Parent Participation In The Special Education Process



Parent involvement in their child's education leads to greater success. This is especially important when it comes to children who are eligible for special education. Special education can be more effective when parents have meaningful opportunities to participate in the education of their children, work collaboratively and partner with the school.

The drafters of the Individuals with Disabilities Education Act (IDEA), the law that governs special education, wrote “that education of children with disabilities can be more effective by... strengthening the role and responsibility of parents and ensuring that families...have meaningful opportunities to participate in the

education of their children at school and at home” (PL 108-446 (5)(B)). It is important that parents and families are active partners in the education of their children.

Throughout the special education process, parents are required members of the team that makes decisions about the education of their child. Parents know their child best and have valuable information to share with other members of their child's team.

The team will work together to develop a program designed to meet “the unique needs of the student” and help them to be successful in the school setting.



What the Law States

What is an IEP?

An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR §§300.320-300.324, and that must include:

- A statement of the child's present levels of academic achievement and functional performance;
- A statement of measurable annual goals, including academic and functional goals;
- A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- A statement of the special education and related services and supplementary aids and services to be provided to the child, and a statement of the program modifications or supports for school personnel that will be provided;
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and why;
- A statement of individual appropriate accommodations;
- If the IEP team determines the child will participate in the alternate assessment instead of the regular assessment, a statement of why the assessment is appropriate for the child;
- Transition services updated annually beginning at age 14; and
- Statement of transfer of rights at the age of majority.

WHO IS A PARENT? 34 CFR §300.30

Parent means

- A biological or adoptive parent of a child;
- A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;
- A guardian generally authorized to act as the child's parent. Or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is responsible for the child's welfare; or
- A surrogate parent who has been appointed in accordance with §300.519 or section 639(a)(5) of the Act.



The Individualized Education Program (IEP)

The Maryland online IEP (MOIEP) is a constantly evolving tool for Local Education and Public Agencies to use to ensure consistency in implementation with federal and state regulations. Input from community partners and experts in the field is sought when making improvements to the forms. Every effort is made to make the IEP family friendly first and foremost!

THE IEP SECTION BY SECTION

Student and Family Information

It is critical that the information on this page is accurate. Parents should review it carefully and make sure that their address, email, and telephone number are accurate. The information often comes from other databases within the school system and may require a whole systems update.

STUDENT AND SCHOOL INFORMATION	
First Name: _____ Middle Name: _____ Last Name: _____	PARENT/GUARDIAN 1
Address: _____	First Name: _____ MI: _____ Last Name: _____
City: _____ State: _____ Zip Code: _____	Home Phone: () - - Cell: () - -
Grade: _____	Email: _____
Unique Student Identification Number (State): _____	Parent native language, if not English: _____
Student Identification Number (local): _____	Interpreter needed? <input type="radio"/> YES <input type="radio"/> NO
Date of Birth: [][]-[][]-[][][][] (MM•DD•YYYY)	PARENT/GUARDIAN 2
Age: _____ Gender: <input type="radio"/> MALE <input type="radio"/> FEMALE	First Name: _____ MI: _____ Last Name: _____
	Home Phone: () - - Cell: () - -
	Email: _____
	Parent native language, if not English: _____
	Interpreter needed? <input type="radio"/> YES <input type="radio"/> NO
	Case Manager: _____
	IEP Team Meeting Date(s): _____
	IEP Annual Review Date: _____
	<input type="radio"/> Parent was provided a copy of the <i>Procedural Safeguards Parental RI</i>
	<input type="radio"/> The parents were provided a verbal and written explanation of the p
	<input type="radio"/> Parents were provided verbal and written information about access t
	<small>Insurance Administration's Parents' Guide to Rehabilitative Services.</small>
	Native Language Translation: Parent informed <input type="radio"/> YES <input type="radio"/> NO
	Projected Annual Review Date: _____
	Most Recent Evaluation Date: _____
	Projected Evaluation Date: _____
	Primary Disability: _____
	Areas affected by Disability: _____

RACE CODES

Ethnicity: Hispanic or Latino Yes No

American Indian or Alaskan Native Native Hawaiian or other Pacific Islander

Asian Black or African American

White

Student identified as an English Learner: YES NO

Student's native language: _____

Residence County: _____

Residence School: _____

Service County: _____

Service School: _____

Does the student requires a specific accommodation for an emergency evacuation? YES NO

If yes, state the evacuation accommodation(s) here: _____

Which jurisdiction is financially responsible? _____

Is the student currently under the care and custody of a state agency? YES NO

If yes, name of state agency: _____

Does the student require a parent surrogate? YES NO

Parent Surrogate Name: _____ Surrogate Phone: _____

Review the information carefully. Confirm its accuracy!



Eligibility Information

The next section focuses on your child’s initial and continued eligibility for special education services. Dates for initial consent for evaluation, initial eligibility, eligibility category, and the basis for that decision is part of this section. Your child’s eligibility category may change with re-evaluation.



Information in this section may change. Review this section for understanding.

Participation In District/Statewide Assessments and Graduation Information

Students may graduate with a high school diploma or a certificate of program completion. Graduation requirements must be explained to parents yearly as a part of the IEP process. This is important because the type of state assessment the student participates in each year will inform whether they will meet certain graduation requirements. Parental consent is required if the IEP team has determined a student will participate in a state assessment that makes it unlikely for a student to earn a diploma (known as the Alternate Assessment). For more information about this topic, refer to Technical Assistance Bulletins 19-07, *Improving Outcomes for Students with Significant Cognitive Disabilities* and 17-02, *Parental Consent Under Maryland Law*.

STUDENT PARTICIPATION ON DISTRICT/STATEWIDE ASSESSMENTS AND GRADUATION INFORMATION
Graduation requirements explained to parents <input type="radio"/> YES <input type="radio"/> NO State graduation requirements can be found at www.marylandpublicschools.org . Record any additional local graduation requirements: _____
PROJECTED CATEGORY OF EXIT: The student will exit with: <input type="radio"/> Maryland High School Diploma (Choose all that apply) <input type="checkbox"/> with 2 credits of World Language, which may include American Sign Language <input type="checkbox"/> with 2 credits of Advanced Technology <input type="checkbox"/> with successful completion of a State-approved career and technical education program <input type="radio"/> Certificate of Program Completion at the end of the school year the student turns 21 <input type="radio"/> Certificate of Program Completion prior to the end of the school year the student turns 21 (Parent and student
PROJECTED DATE OF EXIT: The student is participating in a _____ year program and is projected to exit/graduate school _____ (month, day, year) At exit the student will receive a Maryland Summary of Performance (MSOP) that includes academic achievement, functional performance, accommoda Have the student and parents been informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except unc Education Article 58-412.1, Annotated Code of Maryland? <input type="radio"/> Yes <input type="radio"/> N/A
PLAN FOR PARTICIPATION IN THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) TO BE ADMINISTERED DURING THE TERM OF T The student will participate in the Maryland Comprehensive Assessment Program (MCAP) Assessments for grades 3 through 8 English Language Arts/Literacy <input type="radio"/> YES <input type="radio"/> NO Mathematics <input type="radio"/> YES <input type="radio"/> NO Social Studies (Grade 8 only) <input type="radio"/> YES <input type="radio"/> NO The student will participate in the Maryland Comprehensive Assessment Program (MCAP) Assessments for high school English Language Arts/Literacy <input type="radio"/> YES <input type="radio"/> NO Algebra I <input type="radio"/> YES <input type="radio"/> NO Geometry <input type="radio"/> YES <input type="radio"/> NO Algebra II <input type="radio"/> YES <input type="radio"/> NO



These are all very important decisions that affect your child long after they leave school.

Present Levels of Academic Achievement and Functional Performance (PLAAFP): Part I

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) is the foundation for the entire IEP. You must know where the student is to know where you want them to go. This section of the IEP contains multiple sources of data depending on the area reflected. There should be a section for each area of impact, including health, academics, social/emotional, behavior, motor, communication, transition, and any other area that will need to be worked on during the school day. Each area of impact will be addressed by a goal, supplementary aid and service, or accommodation on the IEP, except for a health PLAAFP, which may be addressed through a Health Plan, services, or be informational as the health condition may impact the student during the school day but it isn't regularly addressed in the school setting. Academic PLAAFPs must include a student's grade level performance in all areas of reading, mathematics, and written language.



The PLAAFP section is the foundation for the IEP

Present Levels of Academic Achievement and Functional Performance: Part II

There are three parts to this section: (1) parental input; (2) student's strengths, interests, personal accomplishments, and attributes outside of the school setting; and (3) the impact statement. Parental input is often provided before the meeting, in writing, and should be reviewed during the meeting. Parents also provide input during the meeting. This should also be captured in this section.

It is important that the IEP team members know something about your child outside of academics. For example, what do they do outside of school? Have they won any awards? Do they follow a specific sports team? Do they have any strong interests that can guide transition activities? All of this can be used for motivation, but also to get to know your child and develop a relationship with them.

The impact statement is an important part of the IEP. The impact statement should be comprehensive and link the data in the PLAAFP to how the student's disability is affecting them in the classroom. For example, if a student has difficulty with math calculation, it may impact their ability to calculate math facts accurately in math class and perhaps chemistry and physics.

SCHOOL AGED - PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
What is the parental input regarding the student's educational program? (Including academic, functional, social/emotional, behavioral, and secondary)

What are the student's strengths, interest areas, significant personal attributes, and personal accomplishments? (Include preferences and interests for postsecondary)



Parent Input into the IEP can be provided before and during the meeting.

Secondary Transition Services

From the day a child begins school they are preparing for the next stage. Whether it is for college, career, or community, everything the student learns from the beginning of their school career prepares them for what path they will take and how they will contribute when they transition from school. In Maryland, the formal transition process begins at age 14. The IEP includes several sections dedicated to secondary transition; Student Preferences/Interests/Skills, Transition Activities, Course of Study, Agency Linkages. Please refer to the Family Guide for Secondary Transition for more detailed information.

Special Considerations

The Special Considerations section documents several critical components of your child’s educational program:

- Communication needs;
- Assistive Technology needs;
- Services for students who are blind or visually impaired;
- Services for students who are deaf or hearing impaired;
- Behavioral needs, including the use of restraint or seclusion; and
- Services for students who are English Learners.



COMMUNICATION (required)		
Does the student have special communication needs? <input type="radio"/> YES <input type="radio"/> NO		
(If yes, describe the specific needs.) _____		
ASSISTIVE TECHNOLOGY (AT) (required)		
Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.		
Decision(s):	Requires an AT device(s)	Req
<input type="radio"/> The student does not require AT device(s) or AT service(s).	No	
<input type="radio"/> The student does not require AT device(s) but does require AT service(s).	No	Additional dat
<input type="radio"/> The student requires AT device(s) and requires AT service(s).	Yes	Services may addre data coll
<input type="radio"/> The student requires AT device(s) but does not require AT service(s).	Yes	



Seclusion may only be used under very specific circumstances for students placed in nonpublic schools.



Instructional and Assessment Accessibility Features

This section of the IEP has several subsections. First, there are accessibility features, which are available to ALL students. For students with an IEP, however, if the features are part of their IEP they must be provided, not just be available. Therefore, the IEP team must consider each one and determine whether they are a required component of the student's educational program. Some accessibility features must be identified in advance to prepare the student and staff.

The next subsection contains presentation accommodations that can only be used for students with IEPs or Section 504 Plans. These accommodations must be supported by needs reflected in the student's PLAAFP, and are used during instruction, classroom assessments, and on state assessments.

The next subsection contains response accommodations that can only be used for students with IEPs or Section 504 Plans. Some of these accommodations have strict

requirements as to when they can be included on an IEP. For example, a calculation device on a calculation section of an assessment, or a human reader on a literacy assessment. These accommodations must be supported by needs reflected in the student's PLAAFP, and used during instruction, classroom assessments, and on state assessments.

The final subsection contains timing accommodations. These accommodations must be also supported by needs reflected in the student's PLAAFP, and used during instruction, classroom assessments, and on state assessments.

Some of the wording of the accommodations may not be clear or mean exactly what you would think. Ask for an explanation to be sure.



Remember: These supports should be used both during instruction and assessments.

Supplementary Aids, Services, Program Modifications And Supports

This section of the IEP includes essential components of specialized instruction. Here is where instruction is modified to meet the unique needs of your student. The supports in this section include:

- Instructional supports;
- Program Modifications;
- Social/Behavioral Supports;
- Physical/Environmental Supports; and
- School Personnel/Parental Supports.

For each supplementary aid, service, program modification, and support, the team must identify the location and a description of the manner in which each will be implemented. Additional information is required for the School Personnel/Parental Supports section.

This section also requires that the team determine the frequency of the implementation, the providers, and the duration of the supports.



The Transition, Accessibility Features, Supplementary Aids, Services, Program Modifications and Supports, Goals, and Services, include provisions for implementation during extended school closures.



”

When parents share their vision statement it allows them the opportunity to share personal information about the child’s hopes for the future. This information provides valuable insight and allows the IEP team to see that student as more than a diagnosis or label.

Wendy Taylor



Extended School Year

Not all students are eligible for Extended School Year (ESY) services. ESY is not summer school and students do not receive credits during ESY services. Students who are eligible for ESY are those that will have their progress during the next school year jeopardized because of the significant regression over breaks that occurred during the current school year and the length of time it took the student to return to where they were before the break. Eligibility for ESY is a data driven decision. The IEP team will determine whether your student is eligible for services. The goal of ESY is to maintain skills, not to advance them, so that when the next school year begins, the student is able to build on their current skills.

EXTENDED SCHOOL YEAR (ESY)
<p>The IEP Team should determine if any of the factors below will significantly jeopardize the student's ability to receive some benefit from the student's educational program during the regular school year, if the student does not receive ESY services. ESY services are the individualized extension of specific special education and related services that are provided beyond the normal school year of the public agency, in accordance with the IEP, at no cost to the parents.</p> <p><input type="radio"/> ESY Decision Deferred</p> <p>When considering ESY, answer YES or NO and document the decision:</p> <p>1. Does the student's IEP include annual goals related to critical life skills? <input type="radio"/> YES <input type="radio"/> NO Discussion to support decision: _____</p> <p>1a. Is there a likely chance of substantial regression of critical life skills caused by the normal school break and a failure to recover those lost skills in a time? <input type="radio"/> YES <input type="radio"/> NO Discussion to support decision: _____</p> <p>1b. Is the student demonstrating a degree of progress toward mastery of IEP goals related to critical life skills? <input type="radio"/> YES <input type="radio"/> NO Discussion to support decision: _____</p> <p>2. Is there a presence of emerging skills or breakthrough opportunities? <input type="radio"/> YES <input type="radio"/> NO Discussion to support decision: _____</p> <p>3. Are there significant interfering behaviors? <input type="radio"/> YES <input type="radio"/> NO Discussion to support decision: _____</p>



Eligibility for Extended School Year services is a data driven decision made by the IEP team.

Annual Goals

Annual goals are based on the student need areas identified in the PLAAFP. Goals are priority areas that enable the student to narrow the gap between their performance and grade level standards. Goals are individualized and include 5 component parts: (1) the conditions under which the goal will be implemented and measured; (2) the measurable action or behavior; (3) the timeframe the goals will be worked on; (4) the method of measurement; and (5) the criteria to demonstrate mastery. Each goal will include a set of objectives that also include these components. The IEP team will also determine how frequently progress on the annual goals will be reported to the family. If the student is not making sufficient progress to achieve the goal within the marking period, the IEP team must meet to discuss what factors are impacting the student's progress and make the necessary adjustments to the goal or the student's educational program, as appropriate. Progress on objectives is important, however, it is only progress on annual goals that is reported to the family.



The IEP team must meet if the student is not making sufficient progress to achieve an annual goal. Parents should review the progress reports carefully to be sure their student is on track.

GOAL _____		Does this goal support a Postsecondary Transition Goal? If so, identify: <input type="checkbox"/> Employment <input type="checkbox"/> Education <input type="checkbox"/> Training	
Goal (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____			
Timeframe: by <input type="text"/> - <input type="text"/> - <input type="text"/> - <input type="text"/> (MM•DD•YYYY)			
Method of Measurement (Select all that apply): <input type="checkbox"/> INFORMAL PROCEDURES - (Tool/Method Used) _____		<input type="checkbox"/> CLASSROOM-BASED ASSESSMENT - (Tool/Method Used) _____	
<input type="checkbox"/> OBSERVATION RECORD		<input type="checkbox"/> STANDARDIZED ASSESSMENT - (Tool/Method Used) _____	
<input type="checkbox"/> PORTFOLIO ASSESSMENT		<input type="checkbox"/> OTHER _____	
Criteria (Mastery and Retention): With _____ <input type="checkbox"/> % Accuracy <input type="checkbox"/> % decrease <input type="checkbox"/> ___ out of ___ trials <input type="checkbox"/> % increase <input type="checkbox"/> other _____			
ESY goal? <input type="radio"/> YES <input type="radio"/> NO			
IEP Planning for Emergency Conditions: Can this goal be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days? <input type="radio"/> YES <input type="radio"/> NO If no, describe the changes needed to this goal: _____			
Objective 1 (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____		Objective 3 (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____	



IEP teams should have high expectations for the student and create goals that are ambitious and challenging enough for the student to make meaningful progress.



The specially designed instruction and related services your student receives are guided by their PLAAFPs.

Services

The team will determine the services your student needs, including specially designed instruction and related services, to receive a Free Appropriate Public Education (FAPE). Services can be provided inside of the general education setting or in a separate setting. The team will also decide who will provide those services, whether it is a special educator, general educator, instructional assistant, related service provider another individual, or a combination of staff members, and the duration of the services.

Least Restrictive Environment

One of the mandates of the IDEA is for students to be educated with their nondisabled peers to the greatest extent possible. This is called being in the Least Restrictive Environment (LRE). Research has shown that there are many benefits to all students by being educated in an inclusive setting. The benefits can be social, academic, emotional, physical, behavioral, and have other positive effects. Inclusion helps all students grow. If the IEP team determines that a student must be removed from the general education setting for any amount of time, they must justify that decision and consider the potential harm to the student from the removal. The basis for the decision to remove the student from the general education setting is guided by the student's needs as reflected in the PLAAFP.

LEAST RESTRICTIVE ENVIRONMENT (LRE) DECISION MAKING & PLACEMENT SUMMARY		
A student with a disability is not removed from general education in an age-appropriate instructional setting solely because of needed modifications.		
What placement option(s) did the IEP team consider? _____		
If removed from the regular early childhood program/general education environment, explain reasons why services cannot be provided aids and services: _____		
Document basis for decision(s): _____		
<input type="radio"/> Special education placement (Preschool Age 3-5): <input type="checkbox"/> ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM FOR AT LEAST 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THE REGULAR EARLY CHILDHOOD PROGRAM <input type="checkbox"/> ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM FOR AT LEAST 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THE REGULAR EARLY CHILDHOOD PROGRAM <input type="checkbox"/> ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THE REGULAR EARLY CHILDHOOD PROGRAM <input type="checkbox"/> SERVICE PROVIDER LOCATION <input type="checkbox"/> HOME <input type="checkbox"/> SEPARATE CLASS <input type="checkbox"/> PUBLIC SEPARATE DAY SCHOOL <input type="checkbox"/> PRIVATE SEPARATE DAY SCHOOL <input type="checkbox"/> PUBLIC RESIDENTIAL FACILITY <input type="checkbox"/> PRIVATE RESIDENTIAL FACILITY		
<input type="radio"/> Special education placement (School Age K-21): { Total time in school week: _____ hrs. _____ minutes/week } - { Total time outside of General Education: _____ hrs. _____ minutes/week } = { Total time in General Education: _____ hrs. _____ minutes/week }		
Average _____ %/day <input type="checkbox"/> INSIDE GENERAL EDUCATION (80% or more) <input type="checkbox"/> INSIDE GENERAL EDUCATION (40% - 79%) <input type="checkbox"/> INSIDE GENERAL EDUCATION (less than 40%) <input type="checkbox"/> PUBLIC SEPARATE DAY SCHOOL <input type="checkbox"/> PRIVATE SEPARATE DAY SCHOOL <input type="checkbox"/> PUBLIC RESIDENTIAL FACILITY <input type="checkbox"/> PRIVATE RESIDENTIAL FACILITY <input type="checkbox"/> HOMEBOUND/HOSPITAL <input type="checkbox"/> CORRECTIONAL FACILITY		
In selecting the LRE, are there any potential harmful effects on the student or quality of services he or she needs? <input type="radio"/> YES <input type="radio"/> NO		



MSDE supports the full continuum of learning environments to meet the individual needs of all students.

If you need assistance in understanding any part of your student's IEP, contact the Family Support Team at 410-767-0255.



Glossary of **Terms**

Accessibility Features

Supports that are available to all students during instruction and assessment, but when included on an IEP must be provided for the student.

Extended School Year (ESY)

Services offered beyond the regular school year or day that enable the student to maintain skills and prevent significant regression that will jeopardize their progress for the upcoming school year.

Free Appropriate Public Education (FAPE)

Children eligible for special education are entitled to a Free Appropriate Public Education. That means services and supports that meet their unique needs that are provided free of charge.

Individualized Education Program (IEP)

This is a written plan that outlines the services and specialized instruction the child will receive.

Least Restrictive Environment (LRE)

Pertains to the extent to which the student will be educated with their nondisabled peers.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The building blocks of the IEP. Data collected from multiple sources that reflect the student's strengths and needs that will guide their educational program.

Special Education

Specially designed instruction and related services that are designed to meet the unique needs of the student.





A Checklist for Parents

CAN YOU ANSWER “YES” TO THE FOLLOWING QUESTIONS?

Understanding Maryland’s IEP process is critical to the partnership you will have with your student’s school. If you cannot answer “yes” to any one of the questions below, your student’s case manager or Local Family Support Services Coordinator can help!

The Special Education Process

- Do I understand the special education process in Maryland—including referral, evaluation, IEP development, progress reporting, annual review, timelines, parental rights/procedural safeguards?
- Do I understand the evaluation process and how eligibility is determined?
- Do I understand my role in the evaluation process?
- Did I know that I can share my concerns and priorities in planning for my child’s evaluation?
- Do I understand that I have to provide written consent for the evaluation?
- After the evaluation process, do I understand my role in developing the IEP?
- Do I understand why my child is eligible for and how my child can benefit from special education and related services?
- If my child was found NOT eligible for special education services, do I understand why?
- If my child was found NOT eligible for special education services, do I know what other resources may be available to my child, if needed?

The Individualized Education Program (IEP)

- Do I understand the purpose of the IEP?
- Do I understand my role on the IEP team?
- Do I know the timelines for completing and reviewing the IEP? Do I understand I can request an IEP review at any time?



- Do I understand the IEP goals for my child, and the specially designed instruction and services that will be used to achieve the goals?
- Do I understand how the goals can help prepare my child become college, community, and career ready?
- Do I know when the services will begin, how often and where they will be provided, and for how long?
- Do I understand that I have to provide written consent on the initial IEP for services to begin?
- Do I know that I can decline all IEP services?
- Do I know how progress will be determined?
- Do I save documents and notes that are important to my child's educational program? Documents that include:
 - Current and past IEPs
 - Medical evaluation reports
 - Evaluation reports
 - Parental Rights/Procedural Safeguards Notice
 - Signed release of information forms
 - Notes from teachers
 - Communications from service providers
 - Notes from IEP team meetings
 - Notes from telephone conversations

Parental Involvement: Participating Fully in the IEP Process

- If I need information shared in my native language or through a mode of communication such as sign language, has the local IEP team met my need?
- Do I understand how I can help my child to learn by collaborating with the school?
- Do I know what to do if I have a concern about my child's educational program?
- Do I know about advocacy and family support programs and how to access them?
- Do I know how educational information is shared and how my child's records are kept confidential?
- Do I know that Maryland has a statewide network of Family Support Services (FSS) coordinators? FSS coordinators are available to assist families of children with disabilities by:
 - Answering questions about early intervention and special education services
 - Supporting families in planning for transition
 - Providing more information about resolving disagreements



What if I Have Questions or Need Help?

LOCAL FAMILY SUPPORT SERVICES COORDINATORS

LOCAL EDUCATION AGENCIES	AGES BIRTH TO 5	AGES 5 TO 21
Allegany	240-920-6829	240-920-6829
Anne Arundel	410-562-6303	410-424-3258
Baltimore City	410-396-1666	443-642-3848
Baltimore County	443-809-9696	443-809-5443
Calvert	443-550-8406	443-550-8375
Caroline	410-479-3609	410-479-3609
Carroll	410-751-3955	410-751-3955
Cecil	410-996-5637	410-996-5637
Charles	301-934-7456	301-934-7456
Dorchester	410-901-6915	410-901-6915
Frederick	240-578-1244	240-236-8744
Garrett	301-553-0240, x2	301-914-1351
Harford	410-273-5579	410-273-5579
Howard	410-313-7161	410-313-7161
Kent	410-778-5708	410-778-5708
Montgomery	240-777-4809	240-753-9487
Prince George's	240-521-5054	301-431-5675
Queen Anne's	410-556-6103, x10	410-758-2403, x135
Somerset	410-651-1616, x11385	410-651-1616, x11385
St. Mary's	301-475-5511, x32218	240-309-4113
Talbot	410-822-0330	410-822-0330
Washington	301-766-8221	301-766-8221
Wicomico	410-677-5250	410-677-5250
Worcester	410-632-5234	410-632-5234
Maryland School for the Blind	410-444-5000, x1489	
Maryland School for the Deaf	443-277-8899	
Maryland State Department of Education	410-767-0255	

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools

Dr. Deann Collins

Deputy Superintendent for Office of Teaching and Learning

Clarence C. Crawford

President, Maryland State Board of Education

Wes Moore

Governor

© 2023 Maryland State Department of Education

This publication was developed by the Maryland State Department of Education, Division of Early Intervention and Special Education Services with funds from the U.S. Department of Education, Grant #H393A090124A, Special Education-Grants for Infants and Families “Recovery Funds” under PL 105-17/111-5 Individuals with Disabilities Education Act/American Recovery and Reinvestment Act. The Maryland State Department of Education, Division of Early Intervention and Special Education Services is lead agency for the Maryland Infants and Toddlers Program, the statewide program of services and supports coordinated by State and local agencies and organizations. Users who copy or share the information contained in this publication must credit the Maryland State Department of Education, Division of Early Intervention and Special Education Services, Dr. Deann Collins, Deputy Superintendent for Office of Teaching and Learning.



410-767-0100



www.marylandpublicschools.org



200 West Baltimore Street
Baltimore, MD 21201 2595