



Maryland State Department of Education

Maryland Online IEP

MSDE Division of Special Education and Early Intervention Services

**MD Online IEP System User Guide**

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To view or print a blank copy of the MD Online IEP form, click [here](#).To view or print a copy of the Errata Chart, click [here](#).

Maryland State Department of Education Division of
Special Education and Early Intervention Services
in Partnership with
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Online IEP Users Guide**July 1, 2016**

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The MD Online IEP system was established in July 2005 and the Maryland Statewide IEP form and format has been released each year to reflect changes indicated in IDEA and COMAR regulations. Any change to the Maryland Statewide IEP form is incorporated into the MD Online IEP system. The 12th version (v12) is available as of July 1, 2016. This user guide provides a step-by-step demonstration of all elements of the MD Online IEP system which includes any updates applied to the system as of July 1, 2016.

A screenshot of the Maryland Online IEP login page. On the left is a vertical navigation menu with the Maryland State Department of Education logo and the "Maryland Online IEP" logo. The main content area has the title "Maryland Online IEP" and "MSDE Division of Special Education and Early Intervention Services". Below this is a login form with fields for "Username" and "Password", a "Forgot your password?" link, and a "Login" button. Below the form is a disclaimer paragraph and a "Please read the following confidentiality statement:" section.

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Username

Password [Forgot your password?](#)

This application was developed and produced by the MSDE, Division of Special Education/Early Intervention Services, in collaboration with the Johns Hopkins University/Center for Technology in Education. IDEA Part B Grant #H027090035A is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other federal agency and should not be regarded as such. The Division of Special Rehabilitative Services, U.S. Department of Education.

Please read the following confidentiality statement:

An individual student's IEP developed through this online process constitutes an educational record. Each participating agency and participant or user of the Online IEP shall protect the confidentiality of personally identifiable information in accordance with federal regulations 34 CFR §99, 34 C.F.R. §§ 300.610 through 300.627, and Maryland regulation COMAR 13A.08.02.

Maryland Online IEP System

In April 2003, the Maryland State Legislature mandated the development of a uniform IEP form to be used throughout all schools in Maryland. In response to this common form and format that was developed, MSDE partnered with CTE to build a web-based online IEP system that collects all critical data fields, provides forms to support the IEP process and reports. It enables local leaders to have access to "real-time" special education data and automatically report essential data to the SSIS system. A standard format eliminates the problems inherent in disparate data collection methods and assists students and families to transition easily between school districts within the state.

The MD Online IEP system facilitates the IEP process including IEP development, scheduling meetings, tracking timelines, and reporting. The system produces and maintains one complete record of IEP information for each child. The result is a high level of data integrity and accuracy from which educators and the families they serve can make effective decisions.

The MD Online IEP system:

- Is web-based and accessible to authorized users anytime, from any internet-connected computer
- Data is maintained on a secure server to assure the confidentiality of student information
- Provides real-time IEP data to school, district, and state personnel
- Maintains records which are unique, unduplicated, and permanent
- Offers search capabilities to "find" a child (one child, one record)

- Meets the requirements of Part B of IDEA and COMAR
- Features a user-friendly interface with definitions and technical support
- Links to school district student information systems
- Eliminates the need for separate SSIS data record updates by the LSS.



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Use the following information to develop an understanding of the language used within the MD Online IEP system, how to log into the MD Online IEP system, and how to navigate through the MD Online IEP system.

The **MD Online IEP system User Guide** and the MSDE publication of the [Process Guide](#) are available as links from the Help pull-down menu located in the upper right hand corner of the screen. Choosing either of the links will open the document in a new window allowing access to both the MD Online IEP system and the supporting document at the same time by toggling between the two windows.

A screenshot of the Student Compass web application. The interface includes a search bar at the top with the text "Enter first name, last name, or ID" and a "Lookup Student" button. Below the search bar are tabs for "Students", "Monitoring", "Meetings", and "Reports". A user profile dropdown menu is open in the top right corner, showing options: "User Guide", "Manual", "LADSS SSO", and "Logout". On the left side, there is a "School Based Administrator" section with input fields for "County" and "School". Below this are "LINKS" for "Instructional Series Overview" and "Another Link". The main content area is titled "Notifications" and "Case Matrix", with a sub-section for "Case Load Notifications". It contains a checkbox "Only display cases that include me as a team member" and two notification items: "Desiree Kramwinkel IEP Reevaluation" and "Shanice Witherspoon IEP Reevaluation", both with "Due Date: 06/05/2014". Two blue circles highlight the search bar and the user profile dropdown menu.

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Student Section, Student Matrix, Case Load Tab

Student Section, Student Matrix, Search Tab

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Locating a Student's Case

Locating a student's case is the first step in working on an IEP, completing any of the forms in MD Online IEP or scheduling an IEP team meeting. Searching for a student's case can be accomplished two ways: in the **Student Compass module**, **Student Section**, **Student Matrix: Cases tab** or in the **Search tab**.

Also, entering the student's name in the Search bar at the top of the screen and clicking the **Lookup Student button** will search for a student. By using the Search field at the top of the page and clicking the Lookup Student button, the Student Matrix Search tab is displayed. This is a shortcut to get to this page. Below is the search protocols while in the Student Compass Module.

Using Cases Tab to locate a Student's Case

The **Cases tab** is located in the **Student Compass Module**, **Student Matrix section**, and can be accessed from the first screen present after logging into the MD Online IEP system. If the user's caseload is small enough (ex. Teacher account with assigned caseload), the Notification tab will automatically be available when logging into the system. Or, if the first screen when logging into the system is the **Search button**, the **Cases tab** is accessible as the tab to the left. Depending on the user's level of access a varying number of students will be displayed. For a teacher, this will be a list of students assigned to his/her caseload. For a school based administrator, this will be a list of every student in his/her school. Select a student's name to access the student's case.

The screenshot shows the "Student Compass" interface. At the top, there is a search bar with the placeholder text "Enter first name, last name, or ID" and a "Lookup Students" button. Below this is a navigation menu with tabs for "Students", "Monitoring", "Meetings", "Reports", and "Administration". The "Students" tab is selected. On the left side, there is a sidebar with "School Based Administrator" and fields for "County" and "School". The main content area has a "Notifications" tab and a "Case Matrix" tab. The "Case Matrix" tab is active, and the "Cases" sub-tab is selected. A "Search" button is circled in blue. Below the search button are several filter checkboxes: "Active", "Not eligible", "Exited", "Eligibility 3,4,5", "Cases that include me as a team member", and "Inactive". An "Apply" button is to the right of these filters. A table of student data is displayed below the filters, with columns for "Student", "Service School", "IEP Case Manager", "Last IEP Team Meeting", "Annual Review Date", and "Projected Reevaluation Date". One student, "Alex Sample", is listed with a DoB of 01/01/2010, Unique Student ID of 1111111111, Local ID of 1111111111, and a LOCID of 11100111.

Tip: If the list of students is greater than 50, the user enter the MD Online IEP system on the Search tab. Choose Cases tab to see the list of accessible students available to the user. If the list is extensive, use of Search tab would be the only way to locate a student case.

Using Search to Locate a Student's Case

Searching for a specific student can be done by utilizing the Search tab in Student Compass module, Student Matrix section. Demographic data can be entered into the fields provided before selecting the **Search button** to produce a list of possible matches or the student of choice. The results are limited by the amount of detailed information provided in the demographic fields in relation to the user's access permissions and student records in the system.

Student Information System Database

Students new to the MD Online IEP system must be added at the case level before an IEP can be developed. Most of the local school systems using the MD Online IEP system provide a nightly upload of their student demographic data, also known as the sis_db. Students who need to be added but are not included in a nightly file upload, must be added manually through **Create Child**. For further information regarding **Create Child**, go to **Additional Case Level Functions**.



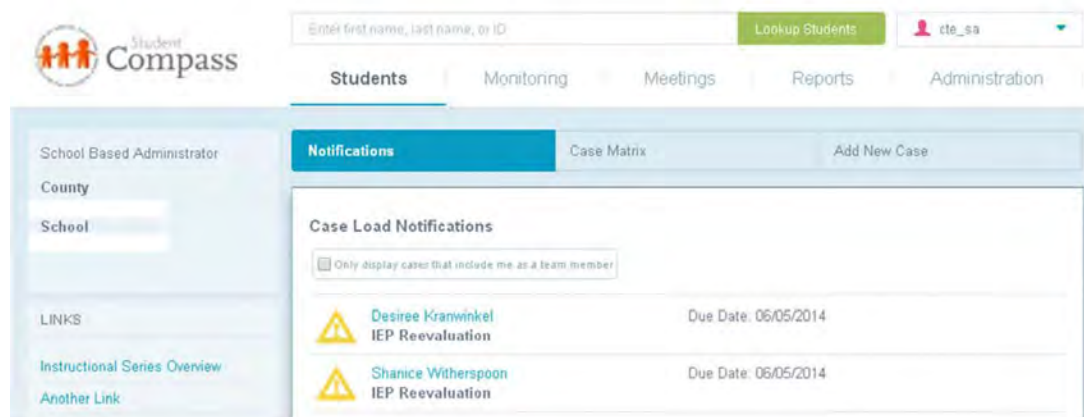
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Student Compass: Aggregate Level

After logging in, the user will be directed to the **Notification "Upcoming Events"** page if they are a Teacher or School Based Administrator with access to less than 200 cases. If they have access to more than 200 cases or are a County Level/Data Manager, they will be directed to the Search page. No matter which page is displayed, the user is transacting at the Aggregate level. Information will be aggregated and displayed for the specific section selected. The user can select from the sections across the top bar to navigate to information at the aggregate level.





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Student Compass: Student Level

There are several ways to get to the student level of **Student Compass**. The user can select a student from the Notification section, and the Notification page for this student will be displayed. If a student is selected from the Meetings Section, then the IEP Team Meeting detail page will be displayed. If a student is selected from the Monitoring section, then the Monitoring page for the student will be displayed. In addition, once a student's case has been located through the Cases tab, the Notification page will be displayed. The user is now transacting at the individual student level of Student Compass.

At the Student level, buttons to access information include **Notifications** which displays notifications for the student; **Monitoring** which displays progress against the IEP goals and allows the user to update progress on IEP goals; **IEP Summary** which displays key elements of the student's IEP and access to the IEP Module; **Meetings** which displays all scheduled, prior meetings, and allows the user to schedule meetings, and **Forms** which displays all forms that have been completed for the student or links to complete a new one.

The left panel will display links to the **Student Longitudinal Profile**, **current IEP**, key information from **IFSP**, and as well as **ECAS**, **COS** and **KRA data points** for the student, if it exists. Click the arrow next to the system name to display the information.

The screenshot shows the Student Compass interface. At the top, there is a search bar with the text "Enter first name, last name, or ID" and a "Lookup Students" button. The user's name "wbaugher" is visible in the top right. The main navigation tabs include "Students", "Progress", "Meetings", "Reports", and "Administration". The "Students" tab is active, and the sub-tab "Profile" is selected. The student's name "Art Black" is displayed at the top of the profile page. On the left side, there is a profile card for "Service School" with fields for "Case Manager", "Case Manager", and "Parents". Below this, there are links for "STUDENT LONGITUDINAL PROFILE", "PLANS", and "IEP". The main content area is titled "Demographics" and contains a form with the following fields: "DOB", "Residence School", "Parent from SIS Feed", "Service School", "Email Address", "Grade" (set to 2), "Mailing Address", "Phone", and "Primary Disability" (set to "MULTIPLE DISABILITIES (SPECIFIC LEARNING DISABILITY, OTHER HEALTH IMPAIRMENT)"). There is also a section for "Areas Affected by Disability" with a list of areas: "Behavioral - Self-management, Academic - Reading Comprehension, Academic - Written Language Expression, Academic - Math Problem Solving". At the bottom, there are tabs for "Recent Logs and Forms", "File Uploads", "Case Access History", and "IEP Team". Below these tabs, there is a section for "Recently Completed Forms (Last 90 Days)".

Troubleshooting



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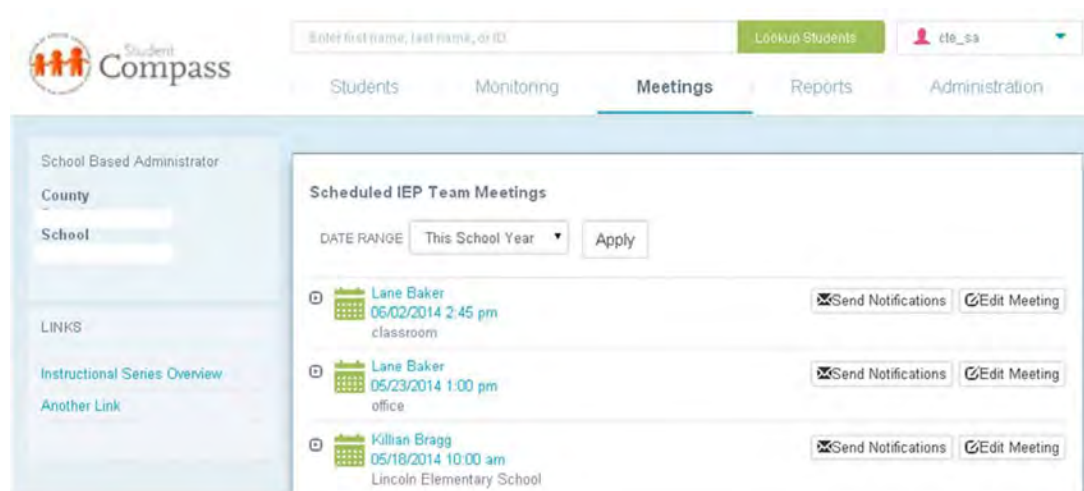


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Meetings Overview

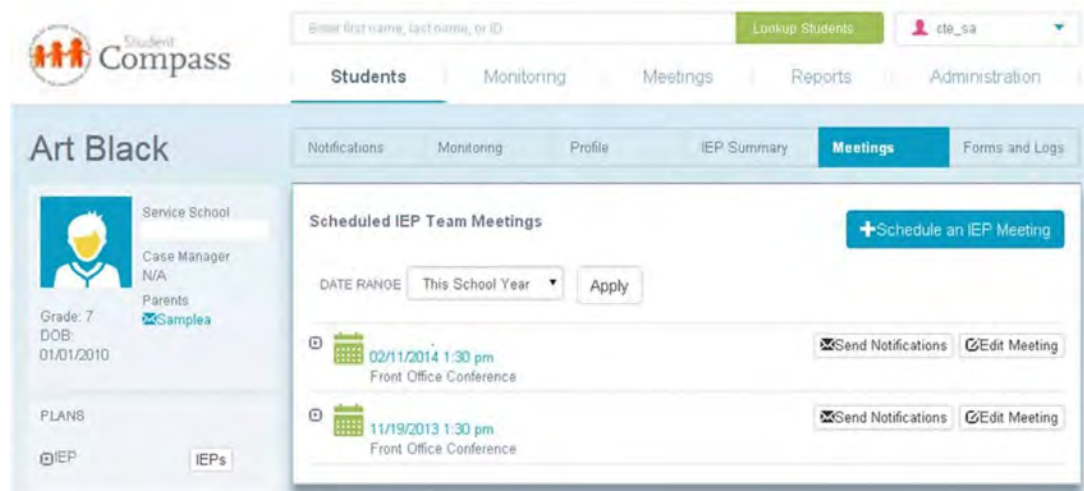
This section allows the user to **Schedule a Meeting**, access **Scheduled Meetings**, and **View Past Meeting Information**. This section also allows for meeting notes and e-mail communications with IEP team members.

Aggregate Level: Clicking the **Meetings** section at the top of Student Compass will display meetings at the **aggregate level**. At the aggregate level, all meetings for the entire case load will be displayed. Using the filter "only display cases that include me as a team member" will assist School Based Administrators in seeing only their cases. Date ranges can be selected to view meetings across the case load for a specific time period. Clicking on the calendar icon will provide summary information about the meeting. In addition, the meeting can be edited and notifications can be sent by clicking the appropriate button for that meeting.



Clicking a student's name will take the user to the **student level of Meetings** and to the meeting details for the specific scheduled meeting. From the **IEP Team Meeting page**, the meeting can be edited and notifications can be sent by clicking the appropriate button. To view all meetings for the student click the Meetings button.

Student Level: Clicking the Meeting button will display all meetings specific to the student. Date ranges can be selected to view meetings for a specific time period. Clicking on the calendar icon will provide summary information about the meeting. In addition, the meeting can be edited and notifications can be sent by clicking the appropriate button for that meeting. A meeting can be scheduled by clicking the **Schedule an IEP Meeting button**.





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IEP Development

To begin completing elements of a student's IEP, search for a student. Access to the Student's IEP can be reached by clicking the IEPs button located on the IEP Summary page or in the left panel.

Follow these steps to access a student's IEP:

1. **Search for the Student** by using the search bar at the top or the Search tab in the Student Matrix section.

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the placeholder text 'Enter first name, last name, or ID'. To the right of the search bar is a green 'Lookup Students' button. Below the search bar, there are tabs for 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration'. The 'Students' tab is selected. On the left side, there is a sidebar with 'School Based Administrator' and 'County' and 'School' dropdown menus. Below that, there are 'LINKS' for 'Instructional Series Overview' and 'Another Link'. The main content area shows 'Case Load Notifications' with a checkbox for 'Only display cases that include me as a team member'. There are two notification items: 'Desiree Kranwinkel IEP Reevaluation' with a due date of 06/05/2014, and 'Shanice Witherspoon IEP Reevaluation' with a due date of 06/05/2014.

2. **Choose the Student** by selecting the student from the Cases tab in the Student Matrix section or from the Notification page.

The screenshot shows the 'Student Compass' interface with the 'Cases' tab selected. At the top, there is a search bar with the placeholder text 'Enter first name, last name, or ID'. To the right of the search bar is a green 'Lookup Students' button. Below the search bar, there are tabs for 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration'. The 'Cases' tab is selected. On the left side, there is a sidebar with 'School Based Administrator' and 'County' and 'School' dropdown menus. Below that, there are 'LINKS' for 'Instructional Series Overview' and 'Another Link'. The main content area shows a table of cases. The table has columns for 'Student', 'Service School', 'IEP Case Manager', 'Last IEP Team Meeting', 'Annual Review Date', and 'Projected Reevaluation Date'. Two cases are listed: 'Alex Samplea' and 'Alexander Sawyer'. The 'Alex Samplea' row is highlighted with a blue circle.

Student	Service School	IEP Case Manager	Last IEP Team Meeting	Annual Review Date	Projected Reevaluation Date
Alex Samplea DoB: 01/01/2010 Unique Student ID: 1111111111 Local ID: L0CID1100111	Brunswick Middle	Cathy Spence, Allison Reed	02/11/2014	02/11/2014	12/15/2016
Alexander Sawyer DoB: 05/05/2000 Unique Student ID: 1111111111 Local ID: 10031193	Brunswick Middle	Allison Reed	12/03/2013	12/03/2013	12/02/2015

3. **Access the IEP Summary page** and then click the IEPs button on the right side.

OR

Navigate to IEP by clicking on the IEPs button from the left panel.

Student Compass

Enter first name, last name, or ID Lookup Students cte_sa

Students Monitoring Meetings Reports Administration

Art Black

Notifications Monitoring Profile **IEP Summary** Meetings Forms and Logs

Service School
Case Manager N/A
Parents Sample

Grade: 7
DOB: 01/01/2010

PLANS
 IEP IEPs

IEP Summary

Basic Information

Participating		Primary Disability	OTHER HEALTH IMPAIRMENT
MMSR	N/A	Special Education Placement	INSIDE GENERAL EDUCATION (80% or more)

Special Considerations

Visually Impaired	Assistive Technology Device	Yes
Hearing Impaired	Special Communication Needs	No
Behavioral Intervention Plan	Limited English Proficiency	No

Accommodations

Instructional and testing accommodations were considered and no instructional and testing accommodations are required at this time.

4. Once the IEPs button is clicked, the **IEP Module** appears.

5. If there is an active IEP, this will be displayed with the **IEP/Service Plan Table of Contents**. Active IEP, Amendment, Next IEP, or Past IEP's options are available by clicking the section at the top.



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Once a student's case has been accessed and the **Active IEP**, **Next IEP** or **Amendment** has been selected, the first section on the IEP/Service Plan Table of Contents is **General Information**. The five sub-sections are: **Student and School Information**, **Parent/Guardians**, **Medical Assistance**, **Eligibility**, and **Participation: Participation Planning and Performance Summary**.

A screenshot of the Maryland Online IEP System interface. At the top, there is a search bar with the text "Enter first name, last name, or ID" and a green "Lookup Students" button. To the right of the search bar is a user profile icon and the text "cte_sa". Below the search bar are four tabs: "Active IEP" (selected), "Amendment", "Next IEP", and "Past IEPs". The main content area is titled "Art Black" and contains a "Student Compass" section on the left and a "IEP/Service Plan Table of Contents" on the right. The "Student Compass" section includes a student profile picture, "Service School", "Case Manager N/A", "Parents Sample", "Grade: 7", "DOB: 01/01/2010", and "PLANS" with "IEP" and "IEPs" buttons. The "IEP/Service Plan Table of Contents" section lists several categories: "General Information", "Student and School Information", "Parents/Guardians", "Medical Assistance", "Eligibility", "Participation", and "Performance Summary". A blue circle highlights the "General Information" section. Below the table of contents, there is a section titled "1) Present Level of Academic Achievement and Functional Performance" with sub-sections "Academic and Functional Areas Assessed" and "Area Discussion".





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Eligibility

As part of the online IEP data collection process, information about a student's eligibility needs to be gathered. Select the appropriate **Eligibility radio button** (either **Initial Evaluation Eligibility Data** or **Continued Eligibility Data**) to continue.

The screenshot shows the 'Students Compass' interface. At the top, there is a search bar with the text 'Enter first name/last name/ID' and a 'Lookup Students' button. To the right, there is a user profile icon labeled 'cfa_sa'. Below the search bar are four tabs: 'Active IEP', 'Amendment', 'Next IEP', and 'Past IEPs'. The 'Active IEP' tab is selected. The main content area is titled 'Art Black' and includes a student profile card with a photo, 'Service School', 'Class Manager N/A', 'Parents', 'Grade: 7', 'DOB: 01/01/2010', and 'PLANS: IEP'. Below the profile card are two radio buttons: 'IEP' (selected) and 'IEPs'. To the right of the profile card is a 'Table of Contents' section with a dropdown menu set to 'Eligibility'. Under 'Eligibility', there are two radio buttons: 'Initial Evaluation Eligibility Data' (unselected) and 'Continued Eligibility Data' (selected). A note states: 'Note: You can only complete either Initial Evaluation Eligibility Data or Continued Eligibility Data but not both.' Below the radio buttons is a section titled 'Area(s) Identified' with a text area containing the following text: '2014 Educational-Reading, math, writing Psychological: Behavioral, Social, and Emotional Classroom Observation. 2011: Psychological: Behavioral, Social, and Emotional Classroom Observation 2010: Educational: Reading, Math, and Written Language Psychological: Cognitive and Behavioral SpeechLanguage Classroom Observation'. The text area has a rich text editor toolbar above it.

Note: **Initial Evaluation Eligibility Data** is completed for students who have completed the initial eligibility process. If the student is new to MD Online IEP but has been receiving services through an IEP, the **Continued Eligibility Data** page would most likely be used.



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Participation consists of [Participation Planning](#) and [Performance Summary](#) pages.

Art Black

Service School
Case Manager
N/A
Parents

Grade 7
DOB:
01/01/2010

PLANS

IEP IEPs

Table of Contents

Participation Planning

Plan for Participation in Assessments to be Administered During the Term of the Current IEP

Record any additional local school system graduation requirements

B I U [List Icons] [ABC]

The Maryland State Board of Education requires students to earn a minimum of 21 credits beyond the 8th grade. requires 4 additional credits: 1 in math and 3 in the student's career pathway. In addition the student must also take the High School Assessments and pass each individual test or earn a combined score of 1602. See page 37 of the Calendar Handbook for more information. The course requirements, passing HSA scores, and other graduation requirements can be found at the website provided.

State graduation requirements can be found at www.marylandpublicschools.org

Graduation requirements explained to parents?

Yes No



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Academic and Functional Areas -
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Area Discussion - School-aged

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Present Level of Academic Achievement and Functional Performance

Academic and Functional Areas Assessed and **Area Discussion** questions can be accessed under **Present Level of Academic Achievement and Functional Performance** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages.

The screenshot shows the user interface for a student named 'Art Black'. On the left, there is a profile card with a placeholder image, 'Service School', 'Case Manager N/A', 'Parents', 'Grade 7', and 'DOB: 01/01/2010'. Below this are 'PLANS' and buttons for 'IEP' and 'IEPs'. The main content area is titled 'Table of Contents' and has a dropdown menu currently set to 'Academic and Functional Areas Assessed'. Under this menu, there are several categories with associated actions:

- Academic**
 - Reading Phonics: +Write a Goal, Edit Goals
 - Reading Fluency: +Write a Goal, Edit Goals
 - Reading Comprehension: Edit Goals
 - Math Calculation: +Write a Goal, Edit Goals
 - Math Problem Solving: +Write a Goal, Edit Goals
 - Written Language Expression: Edit Goals
- Cognitive**: +Write a Goal, Edit Goals
- Organization**: Edit Goals
- Behavioral**
 - Self-management: Edit Goals



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Special Considerations

Five areas of the IEP have been grouped under **Special Considerations and Accommodations**:

- *Special Considerations*
- *Instructional and Testing Accommodations*
- *Supplementary Aids, Services, Program Modifications and Supports*
- *Extended School Year*
- *Transition*

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a 'Lookup Students' button. To the right, there is a user profile icon labeled 'cte_sa'. Below the search bar are tabs for 'Active IEP', 'Amendment', 'Next IEP', and 'Past IEPs'. The main content area is titled 'Art Black' and shows a student profile with a photo, 'Service School', 'Case Manager N/A', and 'Parents'. Below the profile, there are 'PLANS' for 'IEP' and 'IEPs'. A 'Table of Contents' window is open, showing a list of sections under 'Special Considerations and Accommodations': 'Special Considerations', 'Instructional and Testing Accommodations', 'Supplementary Aids, Services, Program Modifications and Supports', 'Extended School Year', 'Transition', 'Transition Activities', and 'Agency Linkage'. There are also '3) Goals' listed below. Each item in the table of contents has a search icon and a refresh icon to its right.



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Goals

Goals can be added, deleted, or edited and Progress on goals can be documented from here. Once an IEP has been closed, goals can no longer be added, deleted or edited. Additionally, users will be able to indicate if the objectives associated with a goal were met or not in each progress update. Goals may be linked to one or more Maryland College and Career Readiness Standard.

1. **Select Goals** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP page.
2. Complete the notification method: *How will the parents be notified of the student's progress toward the IEP goals? How often?* Click **Save Notification Method** button to be notified that the selections have been saved. This information will apply to ALL IEP Goals.

The screenshot shows the 'Goals' section of the Maryland Online IEP system. On the left is a sidebar for 'Art Black' with a profile picture, service school, case manager, and parents. The main area is titled 'Goals' and includes a dropdown menu, a text field for 'How will the parent be notified...' (set to 'Written'), and a dropdown for 'How often?' (set to 'Quarterly'). Below this are sections for 'Early Learning Skills (0)', 'Academic (3)', and 'Written Language Expression'. Each academic goal includes a description, a progress indicator (a yellow bar), and a 'Track Progress' button. The progress for all three academic goals is shown as 'Making sufficient progress to meet goal' with a date of 07/15/2016.

3. To add a goal, select the **Add Goal** button to display the Add Goal page.

The screenshot shows the 'Goals' page in the Maryland Online IEP System. The user is 'Art Black', a Grade 2 student with a DOB of 06/27/2007. The page title is 'Maryland Online IEP / Service Plan / Status Report'. The 'Goals' section is active, showing a dropdown menu for 'Goals' and a 'Save Notification Method' button. Below this, there are sections for 'Early Learning Skills (0)' and 'Academic (3)'. Under 'Academic (3)', there are two goals listed: 'Reading Comprehension' and 'Math Problem Solving'. Both goals show a progress bar and the status 'Making sufficient progress to meet goal'. The 'Reading Comprehension' goal description is: 'When given a grade leveled text, Art will analyze how and why individuals, events, and ideas develop and interact over the course of the text in 4 out of 5 texts.' The 'Math Problem Solving' goal description is: 'Using the steps to solve story problems, concrete models, drawings, strategies based on place value, properties of operations, and/or relationship between addition and subtraction, Art will add and subtract within 1,000 when given 5 story problems.'

4. Choose a **Category** and **Area** to match an area assessed within the [Present Level of Academic Achievement and Functional Performance section of the User Guide](#). Assessment information from there will appear as a *Description of the area affected by disability* to assist with writing a goal to match the needs identified in the assessments.

Tip: **Goals** can be accessed from the **Area Assessed** screen to enter a goal that matches the **Category** and **Area** assessed.

Note: If a goal is entered for an area assessed not yet completed the final audit will require a **Category** and **Area** be completed in **Areas Assessed** that matches the **Category** and **Area** of the goal.

5. Enter the goal in the **Goal text field**.

6. Enter a date in the **By date field** to indicate the date by which the student is target to achieve this goal.

7. Select an option from the **Evaluation Field** for how the goal will be evaluated.

8. Select the prescribed change from the options in the **With field**. Enter the details to support the prescribed change chosen.

Enter the date in the **Target Date field** for when the goal will be reached. Enter the date in the Start Date field for when the goal will initiate.

9. If the student is eligible for **ESY** and this goal will be included in those services, answer **YES to ESY Goal?**

10. Click the **SAVE button**. After clicking the **SAVE button**, the Goal page will be displayed and the following options will appear: Edit or delete the goal. Editing the goal will allow for objectives to be added and to align the goal with Maryland's College and Career-Ready Standard. Also, track progress, or add another goal are options.

11. To add objectives, click the edit button on the Goal page next to the goal that is in need of objectives. Click the **Add Objective button** in the Objectives section to enter the associated objective in the **Add Objective page**. If additional objectives are associated with the goal, click the **Add Objective button** to add additional objectives. Objectives can be modified by clicking the **Edit button** from the Goal page.

12. If the IEP goal is **Academic**, then complete the information in the Alignment section. Select the Subject area, Grade, and Strand to see the list of **Maryland College and Career-Ready Standards**. Select the Maryland's College and Career-Ready Standards that the goal supports.

Note: By linking the goal to **Maryland's College and Career-Ready Standards**, additional reporting capabilities can be gained to provide insight and assist with students making progress towards reaching IEP goals.

13. To add progress notes to the goal, choose **Track Progress** next to the goal to be monitored in a closed IEP or IEP Amendment. Add information and click the **SAVE button**. Once two progress updates are made a spark chart will appear on the Goals and Monitoring page. For more information about printing goal progress report, see Print IEP or Progress Report on IEP Goals.

Note: Every goal must have at least one objective to support it.



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Services

Select **Services** from the IEP Table of Contents [or](#) from the navigation drop-down list in the section title located on each of the IEP pages to enter *Special Education Services, Related Services and Career and Technology Services*. Each **Category** includes a list of **Service Natures** to specify the type of service to be documented. The list of Services has been expanded to show "Other Therapies" as an option.

The screenshot shows a user interface for a student named 'Art Black'. On the left, there is a profile card with a blue header, a student icon, and fields for 'Service School', 'Case Manager' (N/A), 'Parents', 'Grade' (7), and 'DOB' (01/01/2010). On the right, there is a 'Table of Contents' section with a 'Services' dropdown menu. Below the dropdown, two service entries are listed: 'Special Education - Classroom Instruction' with sub-categories 'Outside General Education (02/12/2014 - 02/11/2015)' and 'Special Education - Classroom Instruction' with sub-category 'In General Education (02/12/2014 - 02/11/2015)'. Each entry has a share icon and a refresh icon.





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LRE and Placement Summary

The **Least Restrictive Environment (LRE) Decision Making and Placement Summary** page contains many elements that documents the student's special education program.

The screenshot shows the "Art Black" student profile page. On the left, there is a profile card with a student photo, "Service School", "Case Manager N/A", "Parents", "Grade: 7", and "DOB: 01/01/2010". Below this is a "PLANS" section with "IEP" and "IEPs" buttons. The main content area is titled "IEP/Service Plan/Status Report" and includes a "Table of Contents" link. A dropdown menu is open, showing "Least Restrictive Environment (LRE) Decision Making & Pla...". Below the dropdown, there is a text box containing the text: "A student with a disability is not removed from education in an age-appropriate instructional setting solely because of needed modifications to the general curriculum." and a question: "What placement option(s) did the IEP team consider?". A rich text editor shows the text: "Team considered placement in general education setting; this is the LRE and therefore FAPE". The version "IEP 10.0" is displayed in the top right corner.



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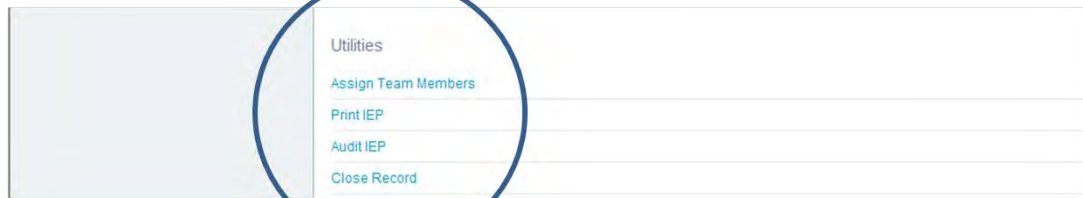
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In addition to completing the IEP document, the MD Online IEP system offers:



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Assign Team Members

Print IEP

Audit IEP

Close Record

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Transferring and Exiting Students

Transfer of a student's IEP record should occur when a student leaves the resident county school system or transfers to another school within the school system. For transfers between school systems, the school system receiving the student should request the record transfer from the sending school system. The request should be completed by the receiving school system communicating with the contact for the sending school system. A **Contact List** is provided to each director of special education, data manager and contact on the list regularly as changes occur. The request should include the **student's name, date of birth and State Assigned Student Identification (SASID) number** as well as the Resident County and School and, if appropriate, the Service County and School of the receiving school system.

An **exit record** would need to be created for students no longer receiving special education services due to:

- withdrawing from the resident county school system,
- returning to general education,
- graduating from the school system or
- dropping out of school.

Note: Before transferring a student's IEP record to a different school system, be sure to **complete the exit information** on the **Student and School Information** screen and in the **IEP Amendment** and close the IEP. Once the new Resident County and School are recorded on the Edit Demographics screen and saved, the record is no longer available. Data Managers will have the ability to view an IEP of a transferred student.





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Forms and Logs

The **Forms and Logs** section in the **Student Compass** module provides access to several special education forms useful for managing a student's case. The forms are listed under the headings of **Process Forms** and **Supplemental Forms**. Forms are an optional feature of the MD Online IEP and use of some or all of the forms is determined individually by each local school system.

Note: County Level/Data Managers with **Forms Administrator** permission are able to determine which forms are available to their users in the local school system.

A screenshot of the Student Compass web application. The top navigation bar includes a search field, a "Lookup Students" button, and a user profile for "11trainer". Below the navigation bar are tabs for "Students", "Monitoring", "Meetings", "Reports", and "Administration". The main content area is titled "Art Black" and has sub-tabs for "Notifications", "Monitoring", "Profile", "IEP Summary", "Meetings", and "Forms and Logs". The "Forms and Logs" tab is active, showing a list of "Process Forms" with buttons to "Complete Form" or "Initial/Reevaluation". The forms listed include: (1) Child Find Referral, (6) Notice of Individualized Education Program (IEP) Team Meeting, (2) Notice and Consent for Assessment, (0) Evaluation Report and Determination of Initial Eligibility, (1) Manifestation Determination Worksheet, (1) Specific Learning Disability Team Report, (0) Consent for Release of Information, (0) Excusal From an Individualized Education Program (IEP) Team Meeting, and (0) Amendment/Modification to Current IEP without an IEP Team Meeting. A "Resources" section links to a "Manifestation Determination Guidance Document".

General information regarding the completion of Forms in the Student Compass section of the Maryland Online IEP system

The following functions apply to all forms available in the **Forms and Logs** section:

- Forms are associated with a student's record, be sure to access a student's record before choosing a form.
- Some forms have multiple sections to be completed. These are to be completed in the order listed. The first one listed **must** be completed and saved before accessing any additional options.
- The **Form Completed On Date/Date of Notice** located at the bottom of the page or the first page of a series of pages is required and is not editable after the screen is saved.
- All required fields must be completed to successfully save a form.
- Completed forms may populate corresponding fields within the student's IEP; however, be sure to review all screens within the student's IEP for accuracy.

To Complete a Form

1. Select **Complete Form** for the form that is to be filled out.
2. Complete and navigate through each section to complete a form in its entirety. After successfully saving this section of the form, look for "successfully saved" message at the top of the screen in **green**.

3. While completing each section, be sure to notice the green "**INFORMATION SUCCESSFULLY SAVED!**" in the header to ensure the page has been saved.

User can print a completed form by clicking the **Print** button next to the date of the form. An option to **Print a Blank Form** is also available.

Open a completed form to review or edit by **clicking the date of the form** in the list underneath the title of the form.

The screenshot displays the Student Compass interface. At the top, there is a search bar for students and a user profile for '11trainer'. The main navigation includes 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration'. The left sidebar shows the student's profile for 'Art Black', including their role as 'Service School Case Manager', grade '10', and date of birth '04/13/1996'. The main content area is titled 'Process Forms' and lists two form categories: '(1) Child Find Referral' and '(6) Notice of Individualized Education Program (IEP) Team Meeting'. The first category shows a table with one entry: '06/27/2014'. The second category shows a table with three entries, each with a 'Meeting Date' and a 'Form Completed On' date, along with options to view 'Member Titles Only' or 'Member Titles and Names'.

Meeting Date	Form Completed On	Options
07/09/2014	06/03/2014	Member Titles Only, Member Titles and Names
06/23/2014	06/06/2014	Member Titles Only, Member Titles and Names
06/05/2014	06/25/2014	Member Titles Only, Member Titles and Names

Note #1: County Level/Data Managers with Forms Administrator permission are able to delete individual student forms.

Note #2: After accessing a student from the Case Matrix: Cases tab, click the Forms and Logs button.



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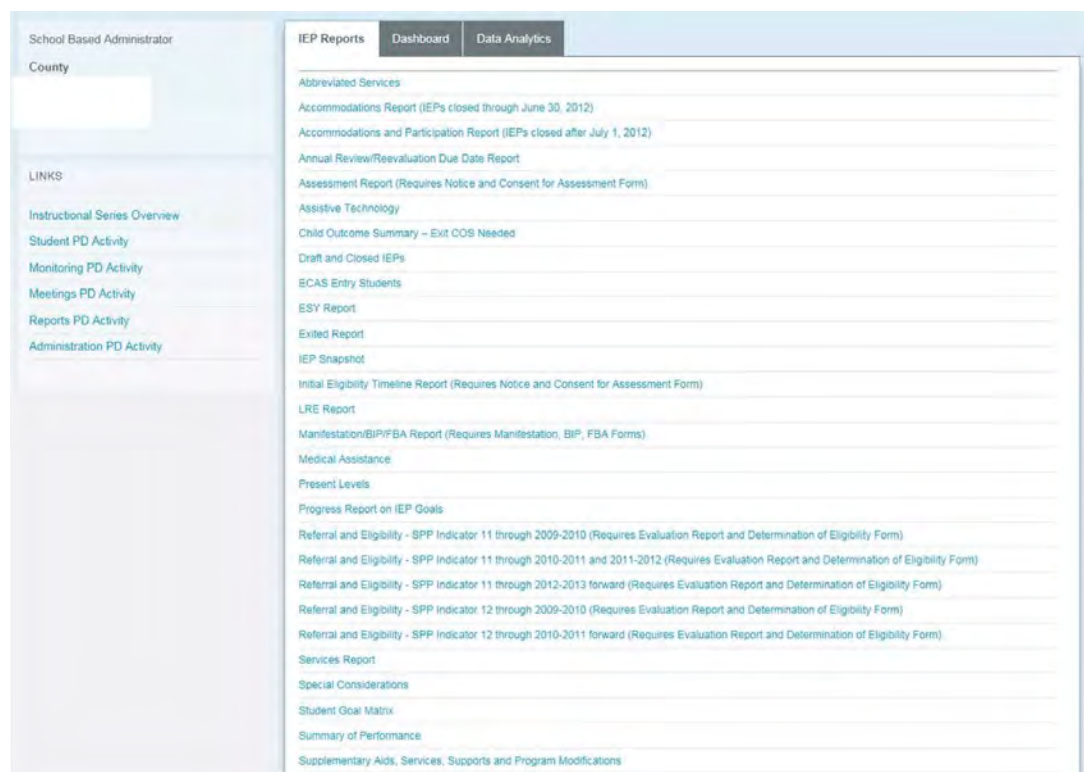
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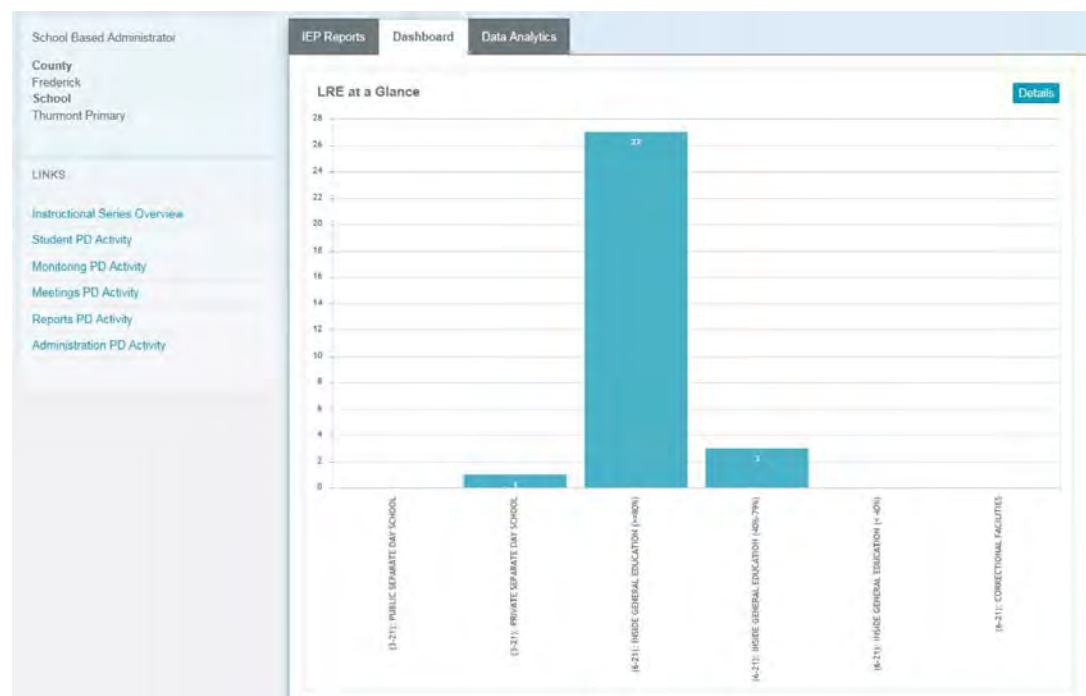
Reports

There are 3 tabs (sections) in the **Reports** section -- **IEP Reports**, **Dashboard**, and **Data Analytics**. The **Dashboard** will open by default to provide an at-a-glance view of important data points. The **Reports** section will list all reports available to the user based on security permissions. The **Data Analytics** section will allow users at the School Based Admin, County and State levels to run individualized reports using the 4-step query process.

1. Predefined reports are under the **IEP Reports tab**. A few examples of these reports are listed below:



2. Important Data Points are displayed on the **Dashboard**.



3. Custom reports can be created based on the selected Metrics and the use of filters and splits in the **Data Analytics** tab. Predefined reports allow quick access to an At Risk and Primary Disability by LRE Report.

1. Pick a Primary Metric

Pick your primary metric to determine the main data dimension you will be looking at. This metric will be the x-axis along your graph as you filter down the resulting dataset.

STATUS	DEMOGRAPHIC	SPECIAL CONSIDERATIONS
ACTIVE	RACE	COMMUNICATION NEEDS
EXIT CATEGORY	GRADE	AT SERVICES
ELIGIBILITY	GENDER	AT DEVICES
PRIMARY DISABILITY		BLIND OR VISUALLY IMPAIRED
MA ELIGIBLE	PLACEMENT	DEAF OR HEARING IMPAIRED
PURSUING	STUDENT RESIDENCE SCHOOL	FBA
	STUDENT SERVICE SCHOOL	BIP
SECONDARY TRANSITION	LRE: SPECIAL ED. PLACEMENT	LIMITED ENGLISH PROFICIENCY
TYPE OF YEAR PLAN	TRANSPORTATION NEEDED	ESY
PROJECTED CATEGORY OF EXIT		

Attendance, Discipline, and State Testing







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Additional Case-level functions include:

- Create Child
- Locating Active IEP
- Locating Archived or Pending IEP





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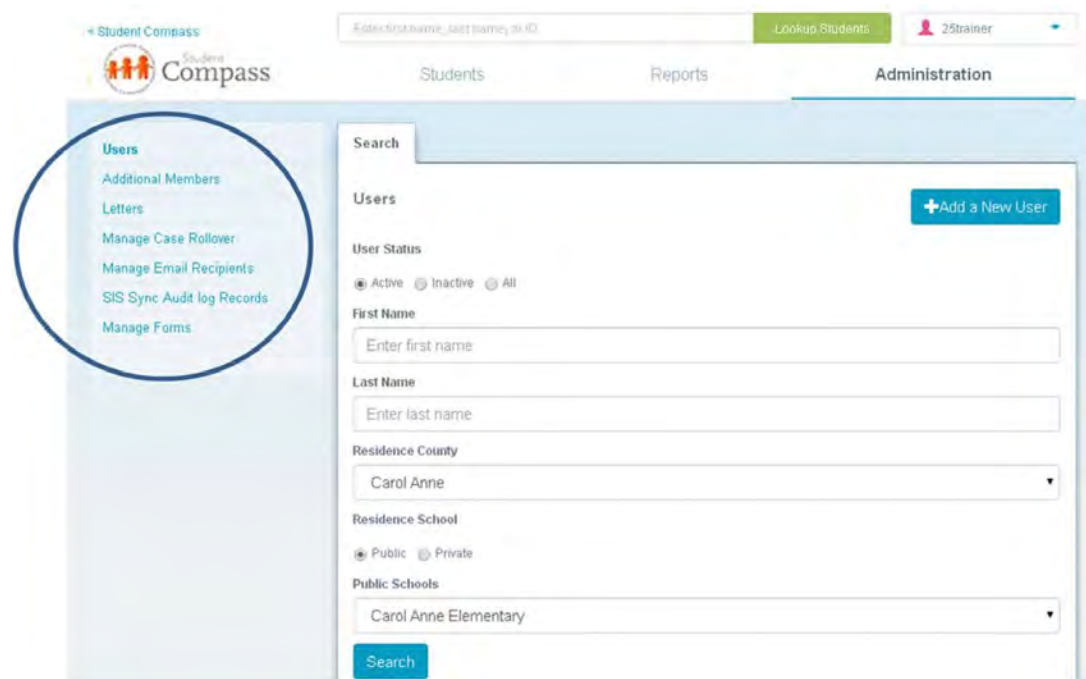
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Certain functions are exclusive to the **County Level/Data Manager user with Admin Access**. The County Level/Data manager will see the following on the Admin tab of the IEP module. In addition to the menu items listed on the navigation panel, receiving an SQL file, addressing duplicate records and how to inactivate a record will also be described.

Instructions on adding, editing users accounts is covered in the [Managing User Accounts](#) section.



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Every user of the MD Online IEP must have a personal account to facilitate logging into the system. That account can be established by another user at the same level or one at higher than the account that is to be created.

When creating an account, certain permissions must be granted through the user account and is usually determined by the local school system.

This section of the User Guide will provide information regarding:

- User Account Permissions
- How to Add/Edit IEP User
- How to Add/Edit Additional IEP Team Members
- How to Add Schools to User Accounts
- How to Assign a Caseload to Teacher Accounts
- How to Remove/Inactivate User Accounts



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Edit Demographic Information

This section will explain how to edit student demographic data within the MD Online IEP. There are the following two databases with student information within the MD Online IEP:

1. **The IEP database** - The IEP database contains student records with IEPs. This is also called the **Aggregate Level of the MD Online IEP system**.

2. **The Student Information System database** - The Student Information System database contains all student records from a Local School System. This is also called the **sis_db**.

Different user levels within the MD Online IEP have different access to student data in the IEP database and the Student Information System database. School-based administrator and Teacher level users may only edit a student's Residence and Service County and School in order to transfer a student to another school within the county or to another school in another county. County Level/Data Manager level users may edit all of a student's demographic information at the Case and the sis_db levels.



Maryland State Department of Education

Maryland Online IEP

MSDE Division of Special Education and Early Intervention Services



MD Online IEP System User Guide

Orientation

Getting Started

Locating a Student's Case

Student Compass: Aggregate Level

Student Compass: Student Level

Meetings

IEP Development

Identifying Information

Eligibility

Participation

Present Levels

Special Considerations

Goals

Services

LRE and Placement Summary

Additional IEP Functions

Transferring and Exiting Students

Forms and Logs

Reports

Additional Case Level Functions

County Level/Data Manager Functions

Managing User Accounts

Editing Demographic Information

Technical Support & Troubleshooting

Password Recovery

Password Changes

IEP Process Questions

Troubleshooting and Technical Support

If you are experiencing technical difficulties with the behavior of the MD Online IEP system, please contact your school or district designated person (often the Special Education Data Manager).

To prepare for reporting a technical issue, consider the doing the following:

- Do you have the most recent version of the browser? Check the version of your browser and update it if it is not the most recent. MD Online IEP system work with Internet Explorer 10.0 or higher.
- Disable pop up blockers.
- Clear browser history and cache.
- Only have 1 browser session active for the MD Online IEP system. If there are multiple sessions for the MD Online IEP system, the sessions will all switch to the student in the active session and this will most likely cause data issues.
- Close out of all programs and restart your computer. Repeat the steps you were attempting to do.
- Take a screenshot or write down any error messages you receive. To take a screenshot of your monitor use the Print Screen button on your computer. Screenshots can be pasted into Word documents and/or attached to e-mails.
- Note other programs that were open at the time the problem occurred.
- Try to repeat your steps on another computer or with a different internet browser. Does it work on that computer? Does it work in Firefox, Safari, or Google Chrome - versus Internet Explorer?
- Think about the computer specifications of the computer you are using. In other words, does the computer have a current operating system?

Level One Support is the school and/or school district's responsibility - either the district help desk, if one exists, or the MD Online IEP administrator can serve this role. The MD Online IEP administrator should document and communicate support procedures to all users. If Level One Support determines that the problem isn't related to the Maryland Online IEP, but is hardware, system software, or a networking problem, the district's normal process for reporting these types of problems and for getting support must be communicated to the user.

Level Two Support is considered to be CTE. Issues regarding IEP records or "bugs" in the system would be reported to the MD Online IEP Support Tracking System (MIST). Designated users at the district level have been identified as points of contact for communication with the MD Online IEP Support Tracking system (MIST).

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Student Information

Draft _____
 Approved _____
 Amended _____

Name: _____ Agency: _____ IEP Team Meeting Date: / /

STUDENT AND SCHOOL INFORMATION

First Name: _____ Middle Name: _____ Last Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Grade: _____

Unique Student Identification Number (State): _____

Student Identification Number (local): _____

Date of Birth: • • (MM•DD•YYYY)

Age: _____ Gender: MALE FEMALE

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 Limited English Proficient: YES NO

Student's native language: _____

Residence County: _____

Residence School: _____

Service County: _____

Service School: _____

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: _____

PARENT/GUARDIAN 1

First Name: _____ MI: _____ Last Name: _____

Home Phone: (____) _____ - _____ Cell: (____) _____ - _____

Email: _____

Parent native language, if not English: _____

Interpreter needed? YES NO

PARENT/GUARDIAN 2

First Name: _____ MI: _____ Last Name: _____

Home Phone: (____) _____ - _____ Cell: (____) _____ - _____

Email: _____

Parent native language, if not English: _____

Interpreter needed? YES NO

Case Manager: _____

IEP Team Meeting Date(s): _____

IEP Annual Review Date: _____

Parent was provided a copy of the *Procedural Safeguards Parental Rights* document.

The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.

Parents were provided verbal and written information about access to habilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.

Projected Annual Review Date: _____

Most Recent Evaluation Date: _____

Projected Evaluation Date: _____

Primary Disability: _____

Areas affected by Disability: _____

EXIT INFORMATION

Exit date: • • (MM•DD•YYYY)

Exit category: A - Returned to general education B - Graduated with a Maryland High School Diploma C - Received Maryland High School Certificate of Program Completion
 D - Reached 21 years of age E - Deceased F - Moved, known to be continuing H - Dropped Out I - Special Case J - Parent revokes consent for services

IEP TEAM PARTICIPANTS

IEP Case Manager: _____ Principal/Designee: _____ School Psychologist: _____ Agency Representative: _____

IEP Chair: _____ General Educator: _____ Social Worker: _____ Others in attendance: _____

Parent/Guardian: _____ Special Educator: _____ Speech/Language Pathologist: _____ Others in attendance: _____

Parent/Guardian: _____ Guidance Counselor: _____ Student: _____ Others in attendance: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

I. MEETING AND IDENTIFYING INFORMATION

Name: _____

Agency: _____

IEP Team Meeting Date: / /

INITIAL EVALUATION ELIGIBILITY DATA (Only required for student's initial evaluation to determine eligibility)

Identify area(s) impacted by the student's suspected disability: _____
Discussion to support decision: _____

Is a determinant factor for the student's lack of academic progress the result of:

- a) a lack of appropriate instruction in reading, including essential components of reading instruction? YES NO
- b) lack of instruction in math? YES NO
- c) limited English proficiency? YES NO

(If yes to any of the above, the student must otherwise meet the eligibility criteria as a student with an identified disability.)

Does the student require specially designed instruction in order to make adequate progress in school? YES NO

Initial Eligibility (Prior to Age 3)

Child is eligible for preschool special education and related services through an IEP. Yes No

Indicate primary disability

- AUTISM
- DEVELOPMENTAL DELAY
- INTELLECTUAL DISABILITY
- SPECIFIC LEARNING DISABILITY
- VISUAL IMPAIRMENT
- DEAF
- EMOTIONAL DISABILITY
- ORTHOPEDIC IMPAIRMENT
- SPEECH OR LANGUAGE IMPAIRMENT
- MULTIPLE DISABILITIES
- DEAF - BLINDNESS
- HEARING IMPAIRMENT
- OTHER HEALTH IMPAIRMENT
- TRAUMATIC BRAIN INJURY
- Cognitive (specify) _____
- Sensory (specify) _____
- Physical (specify) _____

Document basis for decision(s): _____

Date of parent consent for initial evaluation

 (MM•DD•YYYY)

Date of initial evaluation:

 (MM•DD•YYYY)

Reason(s) for delay of initial evaluation:

Eligibility not determined due to withdrawal of consent, moved from district, child unavailable as a result of chronic condition or illness.

Initial evaluation

If evaluation for child was delayed, indicate reason(s) for delay:

- Parent repeatedly failed or refused to make the child available
- Parent refusal to provide consent caused delay in evaluation or initial services
- Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement
- School/facility closure
- Inclement weather
- Other
 - Staffing issues
 - Paperwork error
 - Inconclusive testing results
 - Other, please specify: _____

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3.

 (MM•DD•YYYY)

Date of initial IEP development:

 (MM•DD•YYYY)

Date of parent consent for initiation of services:

 (MM•DD•YYYY)

Date initial IEP is in effect:

 (MM•DD•YYYY)

Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP? YES NO

Reason(s) for delay of IEP in effect by age 3

Eligibility not determined due to withdrawal of consent, moved from district, child unavailable as a result of chronic condition or illness.

Initial IEP in effect by age 3

If IEP not in effect by age 3, indicate reason(s) for delay:

- Parent repeatedly failed or refused to make the child available
- Parent refusal to provide consent caused delay in evaluation or initial services
- Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement
- School/facility closure
- Inclement weather
- Other
 - Staffing issues
 - Paperwork error
 - Inconclusive testing results
 - Other, please specify: _____

If the parent fails to respond or refuses consent to the initial provision of special education and related services, the public agency shall not provide special education and related services to the student and will not be considered in violation of the requirement to make FAPE available in accordance with 34 CFR §300.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I. MEETING AND IDENTIFYING INFORMATION

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____ Agency: _____ IEP Team Meeting Date: / /

Initial Eligibility (Student Ages 3-21)

Child is eligible as a student with a disability for special education and related services. Yes No

Indicate primary disability

- | | | | | |
|--|--|---|---|---|
| <input type="radio"/> AUTISM | <input type="radio"/> DEVELOPMENTAL DELAY | <input type="radio"/> INTELLECTUAL DISABILITY | <input type="radio"/> SPECIFIC LEARNING DISABILITY | <input type="radio"/> VISUAL IMPAIRMENT |
| <input type="radio"/> DEAF | <input type="radio"/> EMOTIONAL DISABILITY | <input type="radio"/> ORTHOPEDIC IMPAIRMENT | <input type="radio"/> SPEECH OR LANGUAGE IMPAIRMENT | <input type="radio"/> MULTIPLE DISABILITIES |
| <input type="radio"/> DEAF - BLINDNESS | <input type="radio"/> HEARING IMPAIRMENT | <input type="radio"/> OTHER HEALTH IMPAIRMENT | <input type="radio"/> TRAUMATIC BRAIN INJURY | <input type="radio"/> Cognitive (specify) _____ |
| | | | | <input type="radio"/> Sensory (specify) _____ |
| | | | | <input type="radio"/> Physical (specify) _____ |

Document basis for decision(s): _____

Date of parent consent for initial evaluation • • (MM•DD•YYYY)

Date of initial evaluation: • • (MM•DD•YYYY)

Reason(s) for delay of initial evaluation

Eligibility not determined due to withdrawal, i.e., transfer, dropout, parent withdrew consent.

Initial evaluation

If evaluation was delayed, indicate reason(s) for delay:

Parent repeatedly failed or refused to make the child available

Student is enrolled after 60-day timeframe began and prior to determination by LSS. Receiving LSS made sufficient progress to complete the evaluation and parent and LSS agreed to a specific time to complete the evaluation (All conditions must be met)

Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement

School/facility closure

Inclement weather

Other

Paperwork error

Child not available (not parent failure)/child refusal

Inconclusive testing results

Staffing issues

Other, please specify _____

Date of Parent Consent-Continue Early

Intervention Services through an IFSP at age 3: • • (MM•DD•YYYY)

Date local school system was notified of parent decision to request services through an IEP:

• • (MM•DD•YYYY)

Date extended IFSP services ended:

• • (MM•DD•YYYY)

Date of initial IEP development:

• • (MM•DD•YYYY)

Date of parent consent for initiation of services:

• • (MM•DD•YYYY)

Date initial IEP is in effect:

• • (MM•DD•YYYY)

Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP? YES NO

CONTINUED ELIGIBILITY DATA (Required for reevaluation at least once every three years)

Specify the area(s) identified for reevaluation: _____ Discussion to support decision: _____

Evaluation Date: • • (MM•DD•YYYY) (This is the most recent date on which the IEP team completed a full and comprehensive review of all assessment materials.)

Does the student continue to have a disability and such educational needs that require the continued provision of special education and related services? YES NO

Are any additions or modifications to special education and related services needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum? YES NO

Eligible as a student with a disability? Yes No Document basis for decision(s): _____

Indicate primary disability

- | | | | | |
|--|--|---|---|---|
| <input type="radio"/> AUTISM | <input type="radio"/> DEVELOPMENTAL DELAY | <input type="radio"/> INTELLECTUAL DISABILITY | <input type="radio"/> SPECIFIC LEARNING DISABILITY | <input type="radio"/> VISUAL IMPAIRMENT |
| <input type="radio"/> DEAF | <input type="radio"/> EMOTIONAL DISABILITY | <input type="radio"/> ORTHOPEDIC IMPAIRMENT | <input type="radio"/> SPEECH OR LANGUAGE IMPAIRMENT | <input type="radio"/> MULTIPLE DISABILITIES |
| <input type="radio"/> DEAF - BLINDNESS | <input type="radio"/> HEARING IMPAIRMENT | <input type="radio"/> OTHER HEALTH IMPAIRMENT | <input type="radio"/> TRAUMATIC BRAIN INJURY | <input type="radio"/> Cognitive (specify) _____ |
| | | | | <input type="radio"/> Sensory (specify) _____ |
| | | | | <input type="radio"/> Physical (specify) _____ |

Name:

Agency:

IEP Team Meeting Date: / /

STUDENT PARTICIPATION ON DISTRICT/STATEWIDE ASSESSMENTS AND GRADUATION INFORMATION

Graduation requirements explained to parents YES NO

State graduation requirements can be found at www.marylandpublicschools.org.

Record any additional local graduation requirements: _____

PLAN FOR PARTICIPATION IN ASSESSMENTS TO BE ADMINISTERED DURING THE TERM OF THE CURRENT IEP*

Student is pursuing a: Maryland High School Diploma Maryland High School Certificate of Program Completion

The student will participate in an **alternate assessment** based on alternate academic achievement standards in assessed grade in •Reading •Mathematics •Science (Grades 5, 8, 10, only) YES NO

The student will participate in the **Maryland School Assessment (MSA)** aligned with grade level academic achievement standards in assessed grade - Science (Grades 5 and 8) YES NO

The student will participate in the Maryland **High School Assessment (HSA)** in assessed course - Biology YES NO Government YES NO

The student will participate in the **PARCC Assessments** for grades 3 through 8 - English Language Arts/Literacy YES NO Mathematics YES NO

The student will participate in the **PARCC Assessments** for high school - English Language Arts/Literacy YES NO Algebra I YES NO Geometry YES NO Algebra II YES NO

Document basis for assessment decision(s): _____

** A STUDENT MAY BE ASKED TO PARTICIPATE IN NATIONAL OR INTERNATIONAL ASSESSMENTS. ONLY ALLOWABLE ACCOMMODATIONS ON NATIONAL/INTERNATIONAL ASSESSMENTS ARE PERMITTED.*

Complete for high school seniors that may be eligible for an HSA waiver

IEP team has discussed the criteria of the waiver decision-making process for the student and supports an HSA waiver recommendation to the local superintendent.

YES (If yes, specify date recommended) _____ NO

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

I. MEETING AND IDENTIFYING INFORMATION

Name: _____

Agency: _____

IEP Team Meeting Date: / /

ENGLISH LANGUAGE PROFICIENCY SUMMARY

Is the student limited English proficient? YES NO

What was the student's performance on the English language proficiency assessment?

Assessment Date .. (MM•DD•YYYY) Overall Composite Proficiency Level _____

ENTERING EMERGING DEVELOPING EXPANDING BRIDGING REACHING

OR

What was the student's performance on the **alternate** English language proficiency assessment?

Assessment Date .. (MM•DD•YYYY) Overall Composite Proficiency Level _____

INITIATING EXPLORING ENGAGING ENTERING EMERGING

STATEWIDE PERFORMANCE SUMMARY

What was the student's performance, if applicable, on the **Kindergarten Readiness Assessment (KRA)** as of .. ?

EMERGING APPROACHING DEMONSTRATING

What was the student's performance, if applicable, on the **alternate** assessments as of .. ?

		Most Current Proficiency Levels				
MSAA	Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alt-MSA	% of Mastery Objectives	Basic	Proficient	Advanced		
Science (Grades 5, 8, 10 only)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

What was the student's performance on the Grades 3-8 assessments as of

.. ?

		Current Scale Score		Last Year's Scale Score		Most Current Proficiency Levels				
PARCC	Grade	Scale Score	Grade	Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	
English Language Arts/Literacy					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Mathematics					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Algebra I, as applicable					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MSA	Grade	Scale Score	Grade	Scale Score	Basic	Proficient	Advanced			
Science (Grades 5, 8 only)					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

What was the student's performance, if applicable, on HSA as of .. ?

HSA Assessments	Passing Score	Student's 1st Score	Student's 2nd Score	Student's Highest Score	Meets Standard	Bridge Plan Participant	Substitute Assessment
Algebra/ Data Analysis <input type="checkbox"/> Mod	412				<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Biology <input type="checkbox"/> Mod	400				<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
English <input type="checkbox"/> Mod	396				<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Government <input type="checkbox"/> Mod	394				<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Combined Score with Gov't	1602				<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Combined Score w/out Gov't	1208				<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N

What was the student's performance on the High School Partnership to Assess the Readiness for College and Careers (PARCC) Assessments as of

.. ?

PARCC	Most Current Scale Score	Previous Scale Score	Most Current Proficiency Level					Meets Standard	Bridge Plan Participant	Substitute Assessment
			Level 1	Level 2	Level 3	Level 4	Level 5			
ELA/Literacy			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Algebra 1			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Geometry			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Algebra II			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N

INDIVIDUALIZED EDUCATION PROGRAM (IEP) II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

EARLY LEARNING SKILLS:

- Social Foundations
- Language and literacy
- Mathematics
- Science
- Social studies
- Physical well-being and motor development
- Fine arts

Document child's educational and functional performance levels in areas, as appropriate.

Source(s): _____

Summary of Assessment Findings (including dates of administration): _____

Level of Educational and Functional Performance: (Consider private, state, local school system, and classroom based assessments, as applicable.) _____

Does this area impact the student's educational and/or functional performance? YES NO

INDIVIDUALIZED EDUCATION PROGRAM (IEP) II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____ Agency: _____ IEP Team Meeting Date: ____/____/____

ACADEMIC _____ Document student's academic achievement and functional performance levels in academic areas, as appropriate.	
Source(s): _____ Instructional Grade Level Performance: _____ (Consider private, state, local school system, and classroom based assessments, as applicable.)	Summary of Assessment Findings (including dates of administration): _____ _____ _____ Does this area impact the student's academic achievement and/or functional performance? <input type="radio"/> YES <input type="radio"/> NO

HEALTH _____	
Source(s): _____ Level of Performance: _____ (Consider private, state, local school system, and classroom based assessments, as applicable.)	Summary of Assessment Findings (including dates of administration): _____ _____ _____ Does this area impact the student's academic achievement and/or functional performance? <input type="radio"/> YES <input type="radio"/> NO

PHYSICAL _____	
Source(s): _____ Level of Performance: _____ (Consider private, state, local school system, and classroom based assessments, as applicable.)	Summary of Assessment Findings (including dates of administration): _____ _____ _____ Does this area impact the student's academic achievement and/or functional performance? <input type="radio"/> YES <input type="radio"/> NO

BEHAVIORAL _____	
Source(s): _____ Level of Performance: _____ (Consider private, state, local school system, and classroom based assessments, as applicable.)	Summary of Assessment Findings (including dates of administration): _____ _____ _____ Does this area impact the student's academic achievement and/or functional performance? <input type="radio"/> YES <input type="radio"/> NO

INDIVIDUALIZED EDUCATION PROGRAM (IEP) II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____ Agency: _____ IEP Team Meeting Date: ____ / ____ / ____

PRESCHOOL AGED - PRESENT LEVEL OF EDUCATIONAL AND FUNCTIONAL PERFORMANCE

Where does the child spend time?

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Child care center | <input type="checkbox"/> Family Support Center | <input type="checkbox"/> Parent's place of employment | <input type="checkbox"/> Public Pre-K program |
| <input type="checkbox"/> Child's home | <input type="checkbox"/> Home of family member | <input type="checkbox"/> Parks and Recreation program or activities | <input type="checkbox"/> Religious setting |
| <input type="checkbox"/> Early Head Start/Head Start | <input type="checkbox"/> Judy Center | <input type="checkbox"/> Preschool playgroup | <input type="checkbox"/> Shelter |
| <input type="checkbox"/> Family Child Care | <input type="checkbox"/> Library | <input type="checkbox"/> Private Pre-K/Nursery school | <input type="checkbox"/> Other: _____ |

What are parent's concerns and priorities regarding their preschool child's educational and functional performance? _____

How does the child's disability affect his/her access to and participation in age appropriate activities? _____

Consider the child's strengths and needs across three functional areas: **STRENGTHS AND NEEDS SUMMARY**

<p><i>For children to be active and successful participants at home, in the community, and in places like child care or preschool programs, they need to develop skills in three functional areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet needs. Multiple sources of information are used to understand the child's individual progress in relation to him/herself and to same age peers. These sources include the family's concerns and priorities and the child's educational and functional performance across settings.</i></p> <p>HOW DOES THE CHILD...</p>	<p>CHILD'S STRENGTHS</p> <p>What are some things the child likes to do? What skills does the child demonstrate or is beginning to demonstrate?</p>	<p>CHILD'S NEEDS</p> <p>What are some things or behaviors that the child does not do or are difficult for the child? In what activities or skill areas does the child need considerable support and/or practice?</p>	<p>HOW DOES THE CHILD'S DEVELOPMENT RELATE TO HIS/HER SAME-AGE PEERS?</p> <p>Relative to same age peers: <input type="radio"/> has the skills that we would expect of his/her age in regard to this area. <input type="radio"/> has the skills that we would expect of his/her age in regard to this area; however, there are concerns with this area. <input type="radio"/> shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in this area. <input type="radio"/> shows occasional use of some age expected skills, but more of his/her skills are not yet age expected in this area. <input type="radio"/> is not yet using skills expected of his/her age. He/she does however use many important and immediate foundational skills to build upon in this area. <input type="radio"/> is showing some emerging or immediate foundational skills, which will help him/her to work toward age appropriate skills in this area. <input type="radio"/> functioning might be described as like that of a much younger child. He/she shows early skills, but not yet immediate foundational or age expected skills in this area.</p> <p>Child Outcome Summary (COS): <input type="radio"/> Entry <input type="radio"/> Interim <input type="radio"/> Exit <input type="radio"/> N/A COS Completed Date: _____ Sources: _____ <input type="checkbox"/> Collected without parent input</p>
<p>DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS</p> <ul style="list-style-type: none"> • Relate to family members • Relate to/interact with other adults • Relate to/interact with siblings/other children • Communicate/regulate emotions and feelings • Engage others in social interactions and play • Adapt to changes in routines or settings • Understand and follow social rules 			<p>Choose a rating from the list above: Relative to same age peers - _____</p> <p>Only answer if updating the original Strengths and Needs Summary: Has the child shown any new skills or behaviors related to positive social-emotional development since the last Strengths and Needs Summary? <input type="radio"/> Yes <input type="radio"/> No</p>
<p>ACQUIRING AND USING KNOWLEDGE AND SKILLS</p> <ul style="list-style-type: none"> • Communicate (e.g., through sign language, spoken vocabulary, augmentative device, picture symbols) • Use words/skills in everyday settings, including play • Interact with books, pictures, print • Problem solve new situations • Understand pre-academic concepts • Understand and respond to directions 			<p>Choose a rating from the list above: Relative to same age peers - _____</p> <p>Only answer if updating the original Strengths and Needs Summary: Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last Strengths and Needs Summary? <input type="radio"/> Yes <input type="radio"/> No</p>
<p>TAKING APPROPRIATE ACTION TO MEET NEEDS</p> <ul style="list-style-type: none"> • Communicate wants and needs • Contribute to his own health and safety • Meet self-care needs (feeding, dressing, toileting) • Respond to delays in getting needs/wants met • Seek help when necessary • Move around to get things 			<p>Choose a rating from the list above: Relative to same age peers - _____</p> <p>Only answer if updating the original Strengths and Needs Summary: Has the child shown any new skills or behaviors related to taking actions to meet needs since the last Strengths and Needs Summary? <input type="radio"/> Yes <input type="radio"/> No</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP) II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name:

Agency:

IEP Team Meeting Date: / /

SCHOOL AGED - PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

What is the parental input regarding the student's educational program?

What are the student's strengths, interest areas, significant personal attributes, and personal accomplishments? (Include preferences and interests for post-school outcomes, if appropriate.)

How does the student's disability affect his/her involvement in the general education curriculum?

Name: _____ Agency: _____ IEP Team Meeting Date: / /

COMMUNICATION (required)

Does the student have special communication needs? YES 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.

The student needs an AT *device(s)* YES NO The student needs an AT *service(s)* YES NO

If yes, AT *device(s)* will be addressed through: If yes, AT *service(s)* will be addressed through:

Supplementary Aids, Services, Program Modifications, and Supports Supplementary Aids, Services, Program Modifications, and Supports

Instructional and Testing Accommodations Related Services

Instructional and Testing Accommodations

Document basis for decision(s): _____

SERVICE FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing media that instruction in Braille is not appropriate for the student.

Instruction in Braille considered? YES NO

Evaluation date: •• (MM•DD•YYYY)

Is instruction in Braille appropriate? YES NO

Were parents provided information regarding Maryland School for the Blind? YES NO

Document basis for decision(s): _____

SERVICE FOR STUDENTS WHO ARE DEAF OR HEARING IMPAIRED

In the case of a student who is deaf or hearing impaired, consider language and communication needs, opportunities for direct communications, academic level, and full range of needs, including direct instruction in the student's language and communication mode.

Were parents provided information regarding Maryland School for the Deaf? YES NO

Document basis for decision(s): _____

Name:

Agency:

IEP Team Meeting Date: / /

BEHAVIORAL INTERVENTION

In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior.

Functional Behavioral Assessment (FBA) Assessment date: • •

Does the student require a Behavioral Intervention Plan (BIP)? YES NO

Behavioral Intervention Plan Implementation date: • •

Document basis for decision(s): _____

SERVICE FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

In the case of a student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP.

Document basis for decision(s): _____

Name:

Agency:

IEP Team Meeting Date: / /

INSTRUCTIONAL AND TESTING ACCOMMODATIONS

(For information regarding the use of specific accommodations for online testing, please refer to Section 5 of the Maryland Accommodations Manual Issue ID 201206)

1. PRESENTATION ACCOMMODATIONS: ('I' covers all instruction/intervention including Bridge Plan)

Visual Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-A: Large Print	I, A
1-B: Magnification Devices	I, A
1-C: Interpretation/Transliteration for the Deaf and Hard of Hearing	I, A
Tactile Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-D: Braille	I, A
1-E: Tactile Graphics	I, A ¹
Auditory Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test	I, A ²
1-G: Human Reader or Audio Recording of Selected Sections of Test	I, A ^{2, 4}
1-H: Audio Amplification Devices	I, N/A
1-J: Audio Materials	I, A
Multi-Sensory Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-K: Descriptive/Captioned Video	I, N/A
1-L: Text to Speech Software for Verbatim Reading of Entire Test	I, A ³
1-M: Text to Speech Software for Selected Sections of Test	I, N/A ⁴
1-N: Screen Reading Software	I, N/A
1-O: Visual Cues	I, A
1-P: Notes and Outlines	I, N/A
Other Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-Q: Unique	Determined on a case-by-case basis in consultation with MSDE

¹For State assessments, tactile graphics are provided with the braille tests.

² Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in reading, grade 3 ONLY, which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a subscore for standard 1, general reading processes.

³Any text-to-speech software may be used for instruction, but the only text-to-speech software currently allowed and supported by the State for assessment is the Kurzweil™ 3000.

⁴Please note that the human reader and text-to-speech accommodations are not allowable accommodations for Selected Sections of the PARCC assessments.

Document basis for decision:

Name: _____

Agency: _____

IEP Team Meeting Date: / /

INSTRUCTIONAL AND TESTING ACCOMMODATIONS

(For information regarding the use of specific accommodations for online testing, please refer to Section 5 of the Maryland Accommodations Manual Issue ID 201206)

2. RESPONSE ACCOMMODATIONS: ('I' covers all instruction/intervention including Bridge Plan)

Response Accommodations	Conditions for Use In Instruction and Assessment
2-A: Scribe	I, A
2-B: Augmentative Communication System and Speech Generating Devices*	I, A
2-C: Braillewriter	I, A
2-D: Electronic Word Processors	I, A
2-E: Electronic Braille Notetakers	I, A
2-F: Recording Devices	I, A
Materials or Devices Used to Solve or Organize Responses	Conditions for Use In Instruction and Assessment
2-G: Respond on Test Book	I, A
2-H: Monitor Test Response	I, A
2-J: Mathematics Tools and Calculation Devices*	I, A
2-K: Spelling and Grammar Devices*	I, A ⁵
2-L: Visual Organizer	I, A ⁶
2-M: Graphic Organizer	I, A
2-N: Computer Access Tools/Devices/Software*	I, N/A
2-O: Writing Tools/Implements*	I, A
Other Response Accommodations	Conditions for Use In Instruction and Assessment
2-P: Unique	Determined on a case-by-case basis in consultation with MSDE

⁵ Spelling and grammar devices are not permitted to be used on the English High School Assessment.

⁶ Photocopying of secure test materials requires approval by the MSDE and must be done under the supervision of the Local Accountability Coordinator (LAC). Photocopied materials must be securely destroyed under the supervision of the LAC. Use of highlighters may be limited on certain machine-scored test forms, as highlighting may obscure test responses. Check with the LAC before allowing the use of highlighters on any State assessment.

Document basis for decision:

* Provide specific description stating the type of accommodation and how the accommodation will be administered:

Name: _____

Agency: _____

IEP Team Meeting Date: / /

INSTRUCTIONAL AND TESTING ACCOMMODATIONS

(For information regarding the use of specific accommodations for online testing, please refer to Section 5 of the Maryland Accommodations Manual Issue ID 201206)

3. TIMING AND SCHEDULING ACCOMMODATIONS: ('I' covers all instruction/intervention including Bridge Plan)

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
3-A: Extended Time	I, A
3-B: Multiple or Frequent Breaks	I, A
3-C: Change Schedule or Order of Activities – Extend Over Multiple Days	I, A
3-D: Change Schedule or Order of Activities – Within One Day	I, A
Other Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
3-E: Unique	Determined on a case-by-case basis in consultation with MSDE

Document basis for decision: _____

4. SETTING ACCOMMODATIONS: ('I' covers all instruction/intervention including Bridge Plan)

Setting Accommodations	Conditions for Use In Instruction and Assessment
4-A: Reduce Distractions to the Student	I, A
4-B: Reduce Distractions to Other Students	I, A
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building	I, A
4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building	I, A
Other Setting Accommodations	Conditions for Use In Instruction and Assessment
4-E: Unique	Determined on a case-by-case basis in consultation with MSDE

Document basis for decision: _____

Instructional and testing accommodations were considered and no instructional and testing accommodations are required at this time.

Document basis for decision: _____

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS

Instructional Support(s)

Nature of Service	Frequency	Begin Date	End Date	Provider(s) Ⓟ = Primary, ○ = Other	
<input type="radio"/> Allow use of highlighters during instruction and assignments <input type="radio"/> Allow use of manipulatives <input type="radio"/> Allow use of organizational aids <input type="radio"/> Check for understanding <input type="radio"/> Frequent and/or immediate feedback <input type="radio"/> Have student repeat and/or paraphrase information <input type="radio"/> Limit amount to be copied from board <input type="radio"/> Monitor independent work <input type="radio"/> Paraphrase questions & instruction <input type="radio"/> Peer tutoring/paired work arrangement <input type="radio"/> Picture schedule	<input type="radio"/> Provide alternative ways for students to demonstrate learning <input type="radio"/> Provide assistance w/ organization <input type="radio"/> Provide home sets of textbooks/materials <input type="radio"/> Provide proofreading checklist <input type="radio"/> Provide student w/ copy of student/teacher notes <input type="radio"/> Repetition of directions <input type="radio"/> Use of word bank to reinforce vocabulary and/or when extended writing is required <input type="radio"/> Other: _____	Anticipated Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Periodically <input type="radio"/> Quarterly <input type="radio"/> Semi-annually <input type="radio"/> Other _____	MM•DD•YYYY MM•DD•YYYY Duration _____ weeks	Ⓟ <input type="radio"/> Orientation & Mobility Specialist Ⓟ <input type="radio"/> Speech/Language Pathologist Ⓟ <input type="radio"/> Teacher of the Hearing Impaired Ⓟ <input type="radio"/> Teacher of the Visually Impaired Ⓟ <input type="radio"/> Occupational Therapist Ⓟ <input type="radio"/> Pupil Personnel Worker Ⓟ <input type="radio"/> Physical Education Tchr Ⓟ <input type="radio"/> Rehabilitation Services Staff Ⓟ <input type="radio"/> General Education Tchr Ⓟ <input type="radio"/> Career & Technology Tchr Ⓟ <input type="radio"/> Department of Social Services (DSS) Ⓟ <input type="radio"/> Mental Hygiene Administration (MHA) Ⓟ <input type="radio"/> Developmental Disabilities Administration (DDA) Ⓟ <input type="radio"/> Division of Rehabilitation Services (DORS) Ⓟ <input type="radio"/> Other Agency _____ Ⓟ <input type="radio"/> Special Education Classroom Teacher Ⓟ <input type="radio"/> Other Service Provider _____ Ⓟ <input type="radio"/> Nurse	Ⓟ <input type="radio"/> Audiologist Ⓟ <input type="radio"/> Psychologist Ⓟ <input type="radio"/> IEP Team Ⓟ <input type="radio"/> Interpreter Ⓟ <input type="radio"/> Instructional Assistant Ⓟ <input type="radio"/> Physical Therapist Ⓟ <input type="radio"/> Home-Based Teacher Ⓟ <input type="radio"/> Guidance Counselor Ⓟ <input type="radio"/> School Social Worker Ⓟ <input type="radio"/> Recreational Therapist Ⓟ <input type="radio"/> Certified Occupational Therapy Assistant Ⓟ <input type="radio"/> Physical Therapy Assistant Ⓟ <input type="radio"/> Speech/Language Assistant Ⓟ <input type="radio"/> Therapeutic Behavioral Aide

Clarify location and manner: _____

Name: _____

Agency: _____

IEP Team Meeting Date: ____ / ____ / ____

SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS

Program Modification(s)

Nature of Service		Frequency	Begin Date	End Date	Provider(s) <small>Ⓟ = Primary, ○ = Other</small>	
<input type="radio"/> Altered/modified assignments <input type="radio"/> Break down assignments into smaller units <input type="radio"/> Chunking of text(s) <input type="radio"/> Delete extraneous information on assignments and assessment, when possible <input type="radio"/> Limit amount of required reading <input type="radio"/> Modified content <input type="radio"/> Modified grading system <input type="radio"/> Open book exams <input type="radio"/> Oral exams <input type="radio"/> Reduce number of answer choices <input type="radio"/> Reduced length of exams	<input type="radio"/> Remove "except" and "not" questions, when possible <input type="radio"/> Revise format of test (i.e. fewer questions, fill-in-the-blank) <input type="radio"/> Separate long paragraph questions into bullets, whenever possible <input type="radio"/> Simplified sentence structure, vocabulary, and graphics on assignments and assessments <input type="radio"/> Use pictures to support reading passages, whenever possible <input type="radio"/> Other: _____	Anticipated Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Periodically <input type="radio"/> Quarterly <input type="radio"/> Semi-annually <input type="radio"/> Other _____	MM•DD•YYYY	MM•DD•YYYY Duration _____ weeks	<input type="radio"/> <input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> <input type="radio"/> Speech/Language Pathologist <input type="radio"/> <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> <input type="radio"/> Occupational Therapist <input type="radio"/> <input type="radio"/> Pupil Personnel Worker <input type="radio"/> <input type="radio"/> Physical Education Tchr <input type="radio"/> <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> <input type="radio"/> General Education Tchr <input type="radio"/> <input type="radio"/> Career & Technology Tchr <input type="radio"/> <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> <input type="radio"/> Other Agency _____ <input type="radio"/> <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> <input type="radio"/> Other Service Provider _____ <input type="radio"/> <input type="radio"/> Nurse	<input type="radio"/> <input type="radio"/> Audiologist <input type="radio"/> <input type="radio"/> Psychologist <input type="radio"/> <input type="radio"/> IEP Team <input type="radio"/> <input type="radio"/> Interpreter <input type="radio"/> <input type="radio"/> Instructional Assistant <input type="radio"/> <input type="radio"/> Physical Therapist <input type="radio"/> <input type="radio"/> Home-Based Teacher <input type="radio"/> <input type="radio"/> Guidance Counselor <input type="radio"/> <input type="radio"/> School Social Worker <input type="radio"/> <input type="radio"/> Recreational Therapist <input type="radio"/> <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> <input type="radio"/> Physical Therapy Assistant <input type="radio"/> <input type="radio"/> Speech/Language Assistant <input type="radio"/> <input type="radio"/> Therapeutic Behavioral Aide

Clarify location and manner: _____

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS

Social/Behavior Support(s)

Nature of Service	Frequency	Begin Date	End Date	Provider(s) Ⓟ = Primary, ○ = Other	
<input type="radio"/> Adult support <input type="radio"/> Advance preparation for schedule changes <input type="radio"/> Anger management training <input type="radio"/> Check for understanding <input type="radio"/> Crisis intervention <input type="radio"/> Encourage student to ask for assistance when needed <input type="radio"/> Encourage/reinforce appropriate behavior in academic and non academic settings <input type="radio"/> Frequent eye contact/proximity control <input type="radio"/> Frequent reminder of rules <input type="radio"/> Home-school communication system <input type="radio"/> Implementation of behavior contract <input type="radio"/> Monitor use of agenda book and/or progress report <input type="radio"/> Provide frequent changes in activities or opportunities for movement <input type="radio"/> Provide manipulatives and/or sensory activities to promote listening and focusing skills <input type="radio"/> Provide structured time for organization of materials <input type="radio"/> Reinforce positive behavior through non-verbal/verbal communication <input type="radio"/> Social skills training <input type="radio"/> Strategies to initiate and sustain attention <input type="radio"/> Use of positive/concrete reinforcers <input type="radio"/> Other: _____	Anticipated Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Periodically <input type="radio"/> Quarterly <input type="radio"/> Semi-annually <input type="radio"/> Other _____	MM•DD•YYYY	MM•DD•YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____ <input type="radio"/> Nurse	<input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide

Clarify location and manner: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS

Physical/Environmental Support(s)

Nature of Service	Frequency	Begin Date	End Date	Provider(s) Ⓟ = Primary, ○ = Other
<input type="radio"/> Access to elevator <input type="radio"/> Adaptive equipment <input type="radio"/> Adaptive feeding devices <input type="radio"/> Adjustments to sensory input (i.e. light, sound) <input type="radio"/> Allow extra time for movement between classes <input type="radio"/> Environmental aids (i.e. classroom acoustics, heating, ventilation) <input type="radio"/> Preferential locker location <input type="radio"/> Preferential seating <input type="radio"/> Reduce paper/pencil tasks <input type="radio"/> Sensory diet <input type="radio"/> Picture schedule <input type="radio"/> Other: _____	Anticipated Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Periodically <input type="radio"/> Quarterly <input type="radio"/> Semi-annually <input type="radio"/> Other _____	MM•DD•YYYY	MM•DD•YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____ <input type="radio"/> Nurse <input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide

Clarify location and manner: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS

School Personnel/Parental Support(s)

Nature of Service	Frequency	Begin Date	End Date	Provider(s) Ⓟ = Primary, ○ = Other	
<input type="radio"/> AT consult <input type="radio"/> Audiologist consult <input type="radio"/> Classroom instruction consult <input type="radio"/> Coordination of support services for crisis prevention and interventions <input type="radio"/> Extracurricular/non academic providers support <input type="radio"/> Occupational therapist consult <input type="radio"/> Orientation and mobility consult <input type="radio"/> Parent counseling and/or training <input type="radio"/> Physical education consult <input type="radio"/> Physical therapist consult <input type="radio"/> Psychologist consult <input type="radio"/> School health consult <input type="radio"/> Social worker consult <input type="radio"/> Speech/language pathologist consult <input type="radio"/> Travel training <input type="radio"/> Other: _____	Anticipated Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Periodically <input type="radio"/> Quarterly <input type="radio"/> Semi-annually <input type="radio"/> Other _____	MM•DD•YYYY	MM•DD•YYYY Duration _____ weeks	<input type="checkbox"/> Orientation & Mobility Specialist <input type="checkbox"/> Speech/Language Pathologist <input type="checkbox"/> Teacher of the Hearing Impaired <input type="checkbox"/> Teacher of the Visually Impaired <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Pupil Personnel Worker <input type="checkbox"/> Physical Education Tchr <input type="checkbox"/> Rehabilitation Services Staff <input type="checkbox"/> General Education Tchr <input type="checkbox"/> Career & Technology Tchr <input type="checkbox"/> Department of Social Services (DSS) <input type="checkbox"/> Mental Hygiene Administration (MHA) <input type="checkbox"/> Developmental Disabilities Administration (DDA) <input type="checkbox"/> Division of Rehabilitation Services (DORS) <input type="checkbox"/> Other Agency _____ <input type="checkbox"/> Special Education Classroom Teacher <input type="checkbox"/> Other Service Provider _____ <input type="checkbox"/> Nurse	<input type="checkbox"/> Audiologist <input type="checkbox"/> Psychologist <input type="checkbox"/> IEP Team <input type="checkbox"/> Interpreter <input type="checkbox"/> Instructional Assistant <input type="checkbox"/> Physical Therapist <input type="checkbox"/> Home-Based Teacher <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> School Social Worker <input type="checkbox"/> Recreational Therapist <input type="checkbox"/> Certified Occupational Therapy Assistant <input type="checkbox"/> Physical Therapy Assistant <input type="checkbox"/> Speech/Language Assistant <input type="checkbox"/> Therapeutic Behavioral Aide

Clarify location and manner: _____

Documentation to Support Decision: _____

Supplementary Aids, Services, Program Modifications and Supports were considered and none are required at this time. YES NO

Discussion to support decision(s): _____

Name: _____

Agency: _____

IEP Team Meeting Date: / /

EXTENDED SCHOOL YEAR (ESY)

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.

ESY Decision Deferred

When considering ESY, answer YES or NO and document the decision:

1. Does the student's IEP include annual goals related to critical life skills? YES NO

Discussion to support decision: _____

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 reasonable time? YES NO

Discussion to support decision: _____

1b. Is the student demonstrating a degree of progress toward mastery of IEP goals related to critical life skills? YES NO

Discussion to support decision: _____

2. Is there a presence of emerging skills or breakthrough opportunities? YES NO

Discussion to support decision: _____

3. Are there significant interfering behaviors? YES NO

Discussion to support decision: _____

4. Does the nature and severity of the disability warrant ESY? YES NO

Discussion to support decision: _____

5. Are there other special circumstances that require ESY? YES NO

Discussion to support decision: _____

After considering all of the above questions, will the benefits that the student receives from his/her educational program during the regular school year be significantly jeopardized if the student is not provided ESY? YES, student is eligible for ESY service.

NO, student is not eligible for ESY service.

Document basis for decision(s): _____

Name: _____ Agency: _____ IEP Team Meeting Date: ____/____/____

TRANSITION: To be completed annually beginning at age 14, or younger if determined appropriate.

STUDENT PREFERENCES AND INTERESTS:

The postsecondary goal(s) are to be based on the student's interests, preferences and age appropriate transition assessment(s).

Date of Annual Student Interview: •• (MM•DD•YYYY)

Discussion of student's interests, preferences and age appropriate transition assessment(s): _____

POSTSECONDARY GOALS (Outcomes):

Postsecondary goal(s) are to be recorded here. At least one goal must be indicated for training and/or education.

Employment (required): _____

Training: _____

Education: _____

Independent Living (if appropriate): _____

COURSE OF STUDY:

The student is enrolled in courses that will prepare him/her for a career or postsecondary education in the career cluster selected below.

- | | | |
|---|--|--|
| <input type="radio"/> Arts, Media & Communication | <input type="radio"/> Business Management & Finance | <input type="radio"/> Construction & Development |
| <input type="radio"/> Education, Training & Child Services | <input type="radio"/> Health, Bioscience, & Medicine | <input type="radio"/> Information Technology |
| <input type="radio"/> Engineering, Scientific Research & Manufacturing Technology | <input type="radio"/> Environmental, Agricultural & Natural Resource Systems | <input type="radio"/> Transportation, Distribution & Logistics |
| <input type="radio"/> Law, Government, Public Safety & Administration | <input type="radio"/> Human, Consumer Services, Hospitality & Tourism | |

Student is enrolled in the following Functional and Skill Development Activities:

- Job Sampling & Employment training Supported Employment Activities of Daily Living

Discussion to support decision: _____

PROJECTED CATEGORY OF EXIT:

- The student will exit with:
- Maryland High School Diploma
 - with 2 credits of Foreign Language
 - with 2 credits of Advanced Technology
 - with 4 credits of Career and Technology Program
 - Certificate of Program Completion at the end of the school year the student turns 21
 - Certificate of Program Completion prior to the end of the school year the student turns 21 (Parent and student choice)

PROJECTED DATE OF EXIT:

The student is participating in a _____ year program and is projected to exit/graduate school _____ (month, day, year)

Have the student and parents been informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances, as described in Education Article 58-412.1, Annotated Code of Maryland? Yes N/A

Name: _____ Agency: _____ IEP Team Meeting Date: / /

TRANSITION ACTIVITIES

TRANSITION SERVICES/ACTIVITIES:

Transition services are a coordinated set of activities for a student with a disability that is designed within a results oriented process that will facilitate the student's movement from school to postsecondary activities.

Academic: _____

Responsible Party: _____

Employment Training: _____

Responsible Party: _____

Activities of Daily Living: _____

Responsible Party: _____

Independent Living: _____

Responsible Party: _____

Transportation: _____

Responsible Party: _____

Annual date student and parent were provided a copy of the Transition Planning Guide • • (MM•DD•YYYY)

AGENCY LINKAGE:

*The student has been referred to:

*Agency Representatives were invited to the IEP Team meeting:

Anticipated Services for Transition:

	Yes	No	Yes	No	N/A	Yes	No
Division of Rehabilitation Services (DORS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental Disabilities Administration (DDA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioral Health Administration (BHA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If no or N/A, document basis for decision: _____

Discussion to support decision: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IV. GOALS

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____ Agency: _____ IEP Team Meeting Date: / /

GOAL _____	
Goal: _____ _____	
By: <input type="text"/> • <input type="text"/> • <input type="text"/> • <input type="text"/> • <input type="text"/> • <input type="text"/> (MM•DD•YYYY)	
Evaluation Method: <input type="checkbox"/> INFORMAL PROCEDURES <input type="checkbox"/> CLASSROOM-BASED ASSESSMENT <input type="checkbox"/> OBSERVATION RECORD <input type="checkbox"/> STANDARDIZED ASSESSMENT <input type="checkbox"/> PORTFOLIO ASSESSMENT <input type="checkbox"/> OTHER _____	
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	
Objective 1: _____ _____ _____	Objective 3: _____ _____ _____
Objective 2: _____ _____ _____	Objective 4: _____ _____ _____
Progress Toward Goal	
Progress Report 1 Date _____	Progress Code: <input type="radio"/> Achieved <input type="radio"/> Making sufficient progress to meet goal <input type="radio"/> Newly introduced skill; progress not measurable at this time <input type="radio"/> Not making sufficient progress to meet the goal <input type="radio"/> Not yet introduced (IEP team needs to meet to address insufficient progress)
Description of Progress: _____	
Progress Report 2 Date _____	Progress Code: <input type="radio"/> Achieved <input type="radio"/> Making sufficient progress to meet goal <input type="radio"/> Newly introduced skill; progress not measurable at this time <input type="radio"/> Not making sufficient progress to meet the goal <input type="radio"/> Not yet introduced (IEP team needs to meet to address insufficient progress)
Description of Progress: _____	
Progress Report 3 Date _____	Progress Code: <input type="radio"/> Achieved <input type="radio"/> Making sufficient progress to meet goal <input type="radio"/> Newly introduced skill; progress not measurable at this time <input type="radio"/> Not making sufficient progress to meet the goal <input type="radio"/> Not yet introduced (IEP team needs to meet to address insufficient progress)
Description of Progress: _____	
Progress Report 4 Date _____	Progress Code: <input type="radio"/> Achieved <input type="radio"/> Making sufficient progress to meet goal <input type="radio"/> Newly introduced skill; progress not measurable at this time <input type="radio"/> Not making sufficient progress to meet the goal <input type="radio"/> Not yet introduced (IEP team needs to meet to address insufficient progress)
Description of Progress: _____	

How will the parent be notified of the student's progress toward the IEP goals? _____

How often? WEEKLY BI-WEEKLY MONTHLY INTERIM QUARTERLY END OF MARKING PERIOD OTHER _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

V. SERVICES

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SERVICES

SPECIAL EDUCATION SERVICES

Service Nature	Location	Service Description			Begin Date	End Date	Provider(s) <input type="radio"/> = Primary, <input type="radio"/> = Other		Summary of Service
<input type="radio"/> Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional) <input type="radio"/> Physical Education <input type="radio"/> Speech/Language Therapy <input type="radio"/> Travel Training	<input type="radio"/> In General Education <input type="radio"/> Outside General Education	Number of Sessions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> Other _____	Length of Time _____ Hours _____ Minutes	Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Quarterly <input type="radio"/> Semi-annually	MM•DD YYYY	MM•DD YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____	<input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide	Total service time: <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> yearly _____ Hrs. _____ Min.
ESY Service Nature	ESY Location	ESY Service Description			ESY Begin Date	ESY End Date	ESY Provider(s) <input type="radio"/> = Primary, <input type="radio"/> = Other		Summary of Service
<input type="radio"/> Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional) <input type="radio"/> Physical Education <input type="radio"/> Speech/Language Therapy <input type="radio"/> Travel Training	<input type="radio"/> In General Education <input type="radio"/> Outside General Education	Number of Sessions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> Other _____	Length of Time _____ Hours _____ Minutes	Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Quarterly <input type="radio"/> Semi-annually	MM•DD YYYY	MM•DD YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____	<input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide	Total service time: <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> yearly _____ Hrs. _____ Min.

Discussion of service(s) delivery: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

V. SERVICES

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SERVICES

RELATED SERVICES

Service Nature	Location	Service Description			Begin Date	End Date	Provider(s) Ⓟ = Primary, ○ = Other		Summary of Service
<input type="radio"/> Audiological Services <input type="radio"/> Psychological Services <input type="radio"/> Occupational Therapy <input type="radio"/> Physical Therapy <input type="radio"/> Recreation <input type="radio"/> Early Identification & Assessment <input type="radio"/> Counseling Services <input type="radio"/> School Health Services <input type="radio"/> Social Work Services <input type="radio"/> Parent Counseling & Training <input type="radio"/> Rehabilitative Counseling <input type="radio"/> Orientation & Mobility Training Services <input type="radio"/> Assistive Technology Services <input type="radio"/> Medical Services (Diagnostic & Evaluation) <input type="radio"/> Other Therapies _____ <input type="radio"/> Interpreting Services <input type="radio"/> Speech/Language Therapy <input type="radio"/> Nursing Services	<input type="radio"/> In General Education <input type="radio"/> Outside General Education	Number of Sessions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> Other _____	Length of Time _____ Hours _____ Minutes	Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Quarterly <input type="radio"/> Semi-annually Duration _____ weeks	MM•DD YYYY	MM•DD YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____ <input type="radio"/> Nurse	<input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide	Total service time: <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> yearly _____ Hrs. _____ Min.

ESY Service Nature	ESY Location	ESY Service Description			ESY Begin Date	ESY End Date	ESY Provider(s) Ⓟ = Primary, ○ = Other		Summary of Service
<input type="radio"/> Audiological Services <input type="radio"/> Psychological Services <input type="radio"/> Occupational Therapy <input type="radio"/> Physical Therapy <input type="radio"/> Recreation <input type="radio"/> Early Identification & Assessment <input type="radio"/> Counseling Services <input type="radio"/> School Health Services <input type="radio"/> Social Work Services <input type="radio"/> Parent Counseling & Training <input type="radio"/> Rehabilitative Counseling <input type="radio"/> Orientation & Mobility Training Services <input type="radio"/> Assistive Technology Services <input type="radio"/> Medical Services (Diagnostic & Evaluation) <input type="radio"/> Other Therapies _____ <input type="radio"/> Interpreting Services <input type="radio"/> Speech/Language Therapy <input type="radio"/> Nursing Services	<input type="radio"/> In General Education <input type="radio"/> Outside General Education	Number of Sessions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> Other _____	Length of Time _____ Hours _____ Minutes	Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Quarterly <input type="radio"/> Semi-annually Duration _____ weeks	MM•DD YYYY	MM•DD YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____ <input type="radio"/> Nurse	<input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide	Total service time: <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> yearly _____ Hrs. _____ Min.

Discussion of service(s) delivery including description of Transportation services if provided: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

V. SERVICES

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SERVICES

CAREER AND TECHNOLOGY EDUCATION SERVICES

Service Nature	Location	Service Description			Begin Date	End Date	Provider(s) Ⓟ = Primary, ○ = Other		Summary of Service
<input type="radio"/> Career and Technology Education Program w/ Support Services <input type="radio"/> Vocational Evaluation <input type="radio"/> Special Education Program with Pre-Vocation Objectives	<input type="radio"/> In General Education <input type="radio"/> Outside General Education	Number of Sessions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> Other _____	Length of Time ____ Hours ____ Minutes	Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Quarterly <input type="radio"/> Semi-annually	MM•DD YYYY	MM•DD YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____	<input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide	Total service time: <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> yearly ____ Hrs. ____ Min.

ESY Service Nature	ESY Location	ESY Service Description			ESY Begin Date	ESY End Date	ESY Provider(s) Ⓟ = Primary, ○ = Other		Summary of Service
<input type="radio"/> Career and Technology Education Program w/ Support Services <input type="radio"/> Vocational Evaluation <input type="radio"/> Special Education Program with Pre-Vocation Objectives	<input type="radio"/> In General Education <input type="radio"/> Outside General Education	Number of Sessions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> Other _____	Length of Time ____ Hours ____ Minutes	Frequency <input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Yearly <input type="radio"/> Only once <input type="radio"/> Quarterly <input type="radio"/> Semi-annually	MM•DD YYYY	MM•DD YYYY Duration _____ weeks	<input type="radio"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Hearing Impaired <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Tchr <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Tchr <input type="radio"/> Career & Technology Tchr <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Mental Hygiene Administration (MHA) <input type="radio"/> Developmental Disabilities Administration (DDA) <input type="radio"/> Division of Rehabilitation Services (DORS) <input type="radio"/> Other Agency _____ <input type="radio"/> Special Education Classroom Teacher <input type="radio"/> Other Service Provider _____	<input type="radio"/> Audiologist <input type="radio"/> Psychologist <input type="radio"/> IEP Team <input type="radio"/> Interpreter <input type="radio"/> Instructional Assistant <input type="radio"/> Physical Therapist <input type="radio"/> Home-Based Teacher <input type="radio"/> Guidance Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapy Assistant <input type="radio"/> Speech/Language Assistant <input type="radio"/> Therapeutic Behavioral Aide	Total service time: <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> yearly ____ Hrs. ____ Min.

Discussion of service(s) delivery: _____

Name: _____ Agency: _____ IEP Team Meeting Date: ____/____/____

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 to the general curriculum.

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 in that setting with the use of supplementary aids and services: _____
 Document basis for decision(s): _____

Special education placement (ages 3-5):

- ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM FOR AT LEAST 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THAT SETTING
- ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM FOR AT LEAST 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN SOME OTHER LOCATION
- ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THAT SETTING
- ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HOURS PER WEEK AND RECEIVING THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN SOME OTHER LOCATION
- SERVICE PROVIDER LOCATION SEPARATE CLASS PRIVATE SEPARATE DAY SCHOOL PRIVATE RESIDENTIAL FACILITY
- HOME PUBLIC SEPARATE DAY SCHOOL PUBLIC RESIDENTIAL FACILITY

Special education placement (ages 6-21):

{ 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
- INSIDE GENERAL EDUCATION (80% or more) PUBLIC SEPARATE DAY SCHOOL PRIVATE RESIDENTIAL FACILITY PARENTALLY PLACED IN PRIVATE SCHOOL
 - INSIDE GENERAL EDUCATION (40% - 79%) PRIVATE SEPARATE DAY SCHOOL HOMEBOUND/HOSPITAL
 - INSIDE GENERAL EDUCATION (less than 40%) PUBLIC RESIDENTIAL FACILITY CORRECTIONAL FACILITIES

In selecting the LRE, are there any potential harmful effects on the student or quality of services he or she needs? YES NO

If yes, document basis for decision(s): _____

Are the services *in* the student's home school (the school the student would attend if not disabled)? YES NO If no, document basis for decision(s): _____

If no, is placement as *close as possible* to the student's home? YES NO If no, document basis for decision(s): _____

Consideration of Transportation Needs: Is the Related Service Transportation needed based on the unique needs of the student or to allow student access to special education services? YES

NO If yes, consider: _____

Is specialized equipment needed to assist the student during transportation? YES NO If yes, explain: _____

Are personnel needed to accommodate the student during transportation? YES NO If yes, list type(s) of personnel: _____

Are other supports needed to assist the student during transportation? YES NO If yes, explain: _____

Discussion of consideration of age and disability, time and distance involved in travel, and unique needs of the student in determining need for the Related Service Transportation: _____

Provide an explanation to the extent, if any, the student will not participate with non-disabled peers in academic, non-academic, and extracurricular activities? _____

SSIS Residence County _____

SSIS Residence School _____

SSIS Service County _____

SSIS Service School _____

CHILD COUNT ELIGIBILITY CODES

- (1) Eligible student with a disability served in a public school or placed in a nonpublic school by the public agency to receive FAPE.
- (2) Eligible parentally placed private school student with a disability receiving special education and/or related service through a service plan from the public agency.
- (3) Eligible parentally placed private school student with a disability NOT receiving service from the public agency.
- (4) Eligible public school student with a disability not receiving services due to parent refusal of initial services.
- (6) Eligible student with a disability prior to age 3. Parent Consent-Continue Early Intervention Services through an IFSP.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

VII. AUTHORIZATION(S)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2016)

Name:

Agency:

IEP Team Meeting Date: / /

AUTHORIZATION(S)

CONSENT FOR INITIATION OF SERVICES (initial IEP only)

I have received a copy of the Evaluation Report informing me in writing of the reasons for this action.

The special education and related services will be provided as described in the IEP. I understand that the IEP will be reviewed periodically but not less than annually.

I understand that records will not be released without my signed and written consent except under the provisions of the Family Education Rights and Privacy Act (FERPA). This law allows the release of educational records to a public school or educational agency.

I understand that my consent is voluntary and that I may revoke consent at any time. Should I revoke consent it is not retroactive. If I revoke consent, in writing, for my child to receive special education services after my child is initially provided special education and related services, the public agency is not required to amend my child's education records to remove any references to my child's receipt of special education and related services because of my revocation of consent.

I understand that the public agency will submit information that will be used for the special services information system. This system will be used by the MSDE and other State Agencies, as appropriate, to enable funding of programs and to assure my child's rights to any needed assessment.

I have been informed of the determination(s) of the IEP team in my native language or other mode of communication.

I have been informed of my rights, as explained in the *Procedural Safeguards - Parental Rights* document, I have received.

I consent to the initiation of special education and related services for my child, as specified in my child's IEP.

Parent Signature:

Date:

Name:

Agency:

IEP Team Meeting Date: / /

MEDICAL ASSISTANCE (MA)

Parental consent must be obtained before the provider agency discloses, for billing purposes, their child's personally identifiable information to the Maryland Department of Health and Mental Hygiene (DHMH), the State agency responsible for the administration of the Medical Assistance Program, consistent with the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). By providing consent, you understand and agree in writing that the public agency may access your child's Medicaid to pay for services provided to your child.

In order to provide a free appropriate public education (FAPE) to your child, the provider agency may not:

- Require you to sign up for or enroll in State's Medical Assistance in order for your child to receive FAPE under IDEA,
- Require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services,
- Use your child's benefits under Medical Assistance if that use would:
 - o Decrease available lifetime coverage or any other insured benefit;
 - o Result in your family paying for services that would otherwise be covered by Medical Assistance and that are required for your child outside of the time your child is in school;
 - o Increase premiums or lead to the discontinuation of benefits or insurance; or
 - o Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

You have the right to withdraw your consent to disclosure of personally identifiable information to State's Medical Assistance Program at any time.

If you withdraw consent for the provider agency to disclose your child's personally identifiable information it does not relieve the provider agency of its responsibility to ensure that all required services are provided to your child at no cost to you.

Is the student eligible for MA? Yes No MA Number _____

I agree to Service Coordination for Children with Disabilities and that the Service Coordinator(s) identified on this IEP may be appointed as MA Service Coordinator(s). (COMAR 10.09.52)

I understand that I am free to choose an MA Service Coordinator for my child. At this time, I accept the following Service Coordinator(s).

MA Service Coordinator Name: _____

MA Service Coordinator Name: _____

I understand that if I wish to change the MA Service Coordinator in the future, I can call the school to make a change.

I understand that the purpose of this service is to assist in gaining access to needed medical, social, educational, and other services.

I give my consent for the provider agency to disclose my child's personally identifiable information to the State's Medical Assistance Program in order to access Medical Assistance Benefits.

I give permission to the provider agency to recover costs from Medicaid for service coordination, as well as health-related services, related to the implementation of my child's IEP goals.

I understand that if I refuse to allow the provider agency access to MA funds, it does not relieve the provider agency of its responsibility to ensure that all required services are provided to my child at no cost to parent.

I understand that this service does not restrict or otherwise affect my child's eligibility for other MA benefits. I also understand that my child may not receive a similar type of case management service under MA if he/she qualifies for more than one type.

Parent Signature:

Date:

ERRATA CHART
Maryland Statewide Individualized Education Program (IEP)
Process Guide
2016 – 2017

July 1, 2015 Page Number	July 17, 2016 Page Number	Additions and/or Revisions
		Cover Page - Denotes Revised Maryland Statewide Individualized Education Program (IEP) Process Guide – July 17, 2016
Table of Contents		
		Page numbers changed
Student Participation on District/Statewide Assessment and Graduation Information (Student Ages 3 - 21)		
69	69	Maryland High School Certificate of Program Completion REVISED “exit document” to the “Maryland Summary of Performance”
71	N/A	High School Graduation Assessments <ol style="list-style-type: none"> 1. REMOVED High School Graduation Requirements Chart 2. REMOVED Graduation Assessment Requirements Now and in the Future Chart 3. ADDED Information on Assessment Requirements for Graduation 2016-2017 and Beyond
72	N/A	REMOVED HSA-PARCC Transition Chart
72	73	Participation and Performance on District/Statewide Assessments <ol style="list-style-type: none"> 1. MOVED the Graduation Requirement 2. MOVED the question of pursuing a high school diploma or certificate of program completion above the question on student participation on alternate assessments 3. ADDED the word <i>final</i> to the Note regarding awarding a student with disabilities a

ERRATA CHART
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		Maryland High School Certificate of Program Completion.
73	74	<ol style="list-style-type: none"> 1. REVISED the name of the federal law to Every Student Succeeds Act (ESSA). 2. ADDED information regarding the PARRC Accessibility Features and Accommodations Manual 3. REMOVED Mod-HSA 4. ADDED HSA biology and government 5. ADDED PARCC grades 3-8 and high school 6. REMOVED Mod HSA clarification
74	75	<ol style="list-style-type: none"> 1. REMOVED Reading MSA. 2. ADDED PARCC English Language Arts/Literacy 3. ADDED PARCC
73-74	75	<p>Participation and Performance on District/Statewide Assessments</p> <ol style="list-style-type: none"> 1. REMOVED MOD HSA 2. ADDED PARCC 3. REMOVED Basis for Decision 4. REMOVED Alt-MSA 5. ADDED Alternate Assessment
74	74	<p>Student Participation in Statewide Assessment</p> <ol style="list-style-type: none"> 1. ADDED PARCC English Language Arts Literacy 2. REMOVED MSA Reading 3. ADDED PARCC (Mathematics)
75	75	<p>Document Basis for Assessment Decisions</p> <ol style="list-style-type: none"> 1. ADDED PARCC 2. REMOVED Mod-HSA 3. ADDED Alternate Assessment 4. REMOVED Alt-MSA
77	79	<p>Performance Summary</p> <ol style="list-style-type: none"> 1. REMOVED Assessment Assessing Comprehension and Communication in English State-to-State for English

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		Language Learners (ACCESS for ELLS) 2. ADDED English Language Proficiency Assessment
78	80	1. REMOVED Assessment Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLS) 2. ADDED English Language Proficiency Assessment 3. ADDED Kindergarten Readiness Assessment
79	81	Alternate Assessment Results and Performance 1. REMOVED Mastery in the title 2. ADDED Results in the title 3. ADDED English Language Arts/Mathematics section 4. REMOVED Basic, Proficient and Advanced for English Language Arts/Mathematics 5. ADDED Levels 1-5
79	81	Student Performance on MSA 1. REMOVED MSA in the title 2. ADDED grades 3-8 assessment 3. REMOVED MSA
79	81	MSA Assessment Results and Performance 1. REMOVED MSA from the title 2. REMOVED most current date for participation in MSA 3. ADDED English Language Arts/literacy and mathematics 4. REMOVED-reading math and science percentage of mastery objectives and 5. ADDED Levels 1-5

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78	82	1. ADDED indicate science proficiency levels as: Basic, Proficient or Advanced
78	82	Student Performance on HSA 1. ADDED if taken during the 2014-2015 school year or prior 2. REMOVED + Plus 3. ADDED Substitute Assessment
N/A	83	Performance on PARCC Assessments 1. ADDED Section Performance on PARCC Assessments 2. ADDED incremental and combined scores tables



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Before You Begin

The user guide is accessible both linearly and non-linearly. This flexible resource is able to accommodate your specific needs. If you are interested in getting a comprehensive look at the online IEP process, experiencing the user guide linearly will likely be your best approach. If you are already familiar with the online tool, but have specific functionality questions, non-linear navigation may be most suitable.

To move through the user guide linearly utilize the navigation buttons on the left side of the screen. A navigation trail appears at the top of each section containing multiple pages so you can easily track your virtual location.

To move through the user guide non-linearly utilize the navigation bar submenu. To access the navigation bar submenu, scroll over the navigation bar and pay attention to the submenu pop-ups attached to each button. When you find the section you seek, click the corresponding submenu title to access more information.





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Commonly Used Acronyms

You may notice acronyms used throughout this site. Many are intuitive however the key below provides some of the more common acronyms and their meanings used in this guide.

Alt Assessment	Alternative Assessment
AT	Assistive Technology
BIP	Behavior Intervention Plan
COMAR	Code of Maryland Regulations
DDA	Developmental Disabilities Administration
DORS	Division of Rehabilitative Services
ELL	English Language Learner
ESY	Extended School Year
FBA	Functional Behavior Plan
HSA	High School Assessment
IEP	Individualized Education Program
LRE	Least Restrictive Environment
MHA	Mental Hygiene Administration
MSA	Maryland State Assessment
MSDE	Maryland State Department of Education
PARCC	Partnership for Assessment of Readiness for College and Careers





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Getting Help

This user guide is designed to answer questions you might have about the MD Online IEP system. For more information on how to move through this user guide, [click here](#).

If at any time you experience technical problems, please contact your school district's MD Online IEP support. If the problem is related to hardware, system software, or the school system's network, the district's normal process for reporting these types of problems and for getting support should be used. If you encounter a problem relating directly to the MD Online IEP system, please report it to your district's MD Online IEP support who will contact MD Online IEP Support Team.



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Technical Requirements for Users

The MD Online IEP system is accessible from any internet connection. **Microsoft Internet Explorer, Mozilla Firefox, Apple Safari or Google Chrome** may be used to access the MD Online IEP system, but must support 128-bit SSL encryption.

Please note: Any workstations and printers that you use, are the responsibility of your school district. Please make sure that printers are in a secured location, so that the confidentiality of student information is not compromised.

Technical Requirements for District Personnel

- All workstations must have an internet browser such as **Microsoft Internet Explorer, Mozilla Firefox, Apple Safari or Google Chrome**.
- The school district should evaluate whether any changes are required to the "desktop". For example, the district may want to add a new icon to launch the Online IEP application.
- The district must estimate the outbound traffic that will be generated by the new system and consider the impact to existing systems and throughput. Changes to firewalls and expansion of bandwidth to local schools may be required.

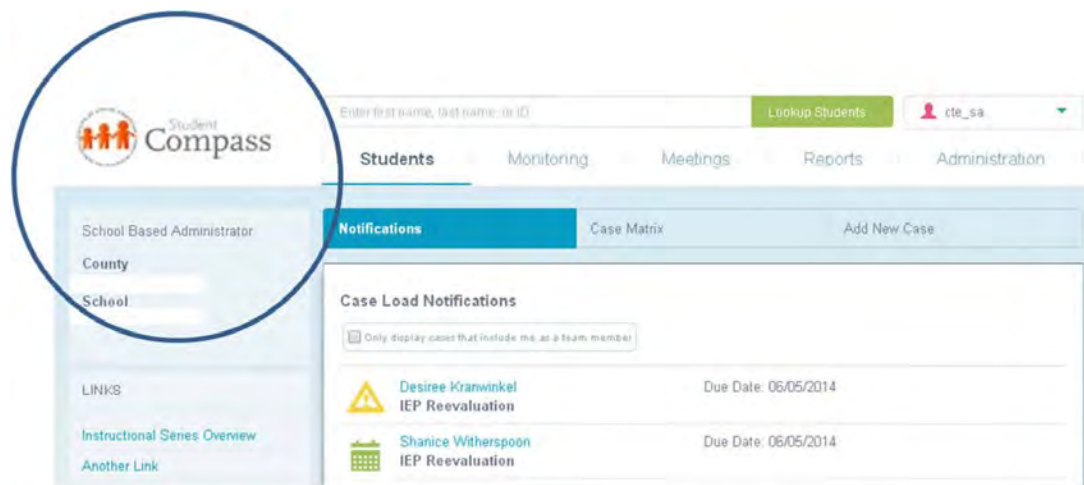


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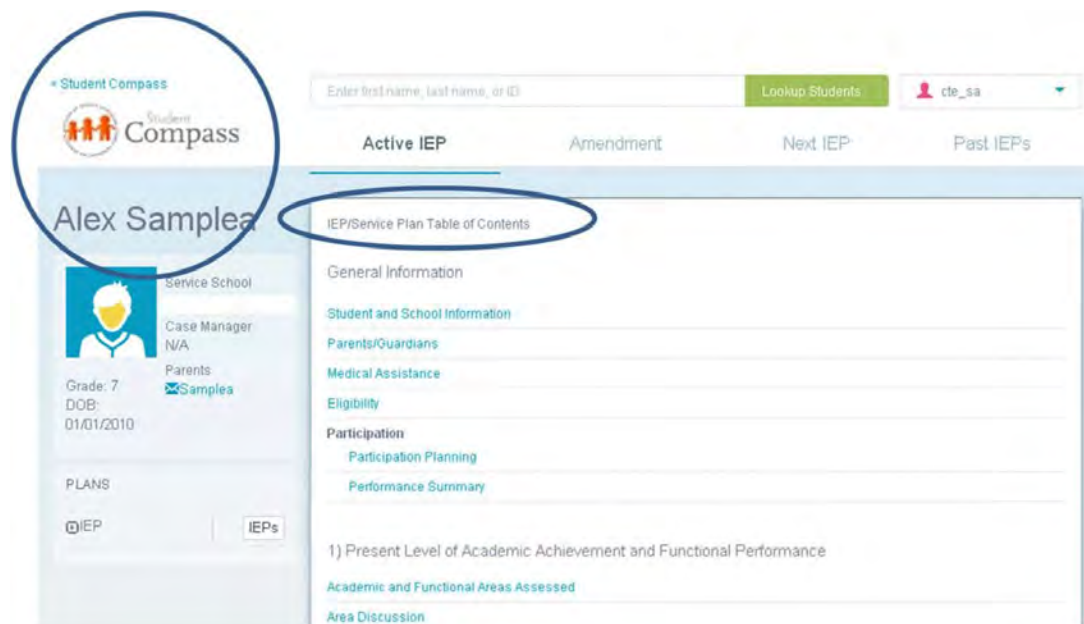
Understanding the MD Online IEP

The [Structure of the MD Online IEP system](#) can be understood as two components or modules: **Student Compass** and **IEP Module**.

1. The **Student Compass** is the module displayed upon logging into the system that has all the supporting information surrounding the IEP.



2. The **IEP Module** is the module to begin an IEP, to continue to develop, or to review a prior IEP associated with the case.



Each component has unique features but also has commonalities. Searching for a student's case is possible from either component using the **Look Up Student search feature** at the top of the page as well accessing the user guide and process guide through the Help function. Accessing forms or logs for a student and creating reports is only available in the Student Compass Module. A **Student Compass link** in upper left of the the IEP module will return the user to the Student Compass Module. Entering data into a student's IEP can only be accomplished from the **IEP Module**. This

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Guide will explain the features of each.

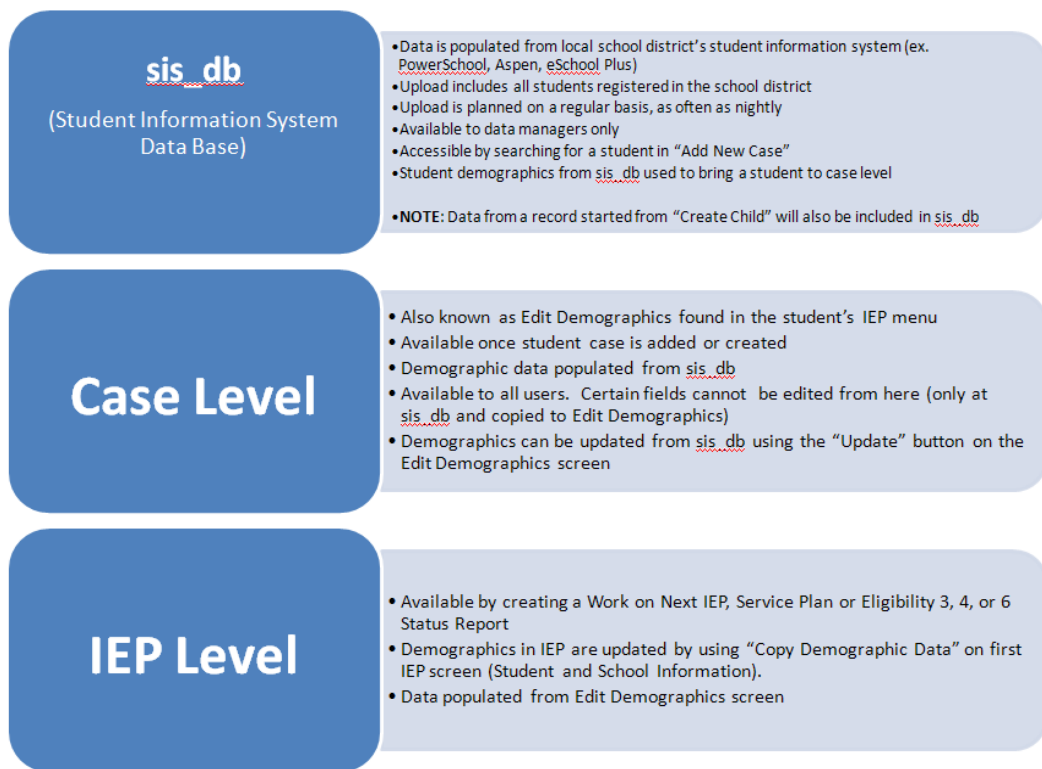
For a visual look at the MD Online IEP system and its components, see the [Structure of the MD Online IEP system document](#).

Note: Searching for a case can be done in the Student Compass module or by using the Search button at the top of each page in both the Student Compass and IEP Module. The Structure of the MD Online IEP link displays a word document pictorial of the system.

Data Structure within MD Online IEP System

Student demographic data is available to the MD Online IEP system from local school systems who provide a periodic upload of student information. This can occur as often as nightly and the frequency is determined by the local school system. Once the student demographic data is available, it can be brought to case level. At this level all forms and reports as well as development of the IEP are possible. The demographic data recorded at case level can be uploaded into a student's IEP by choosing the **Copy Demographic Data** on the **Student and School Information** screen of the IEP.

Below is a graphic display of the three levels of the MD Online IEP system:





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The following terms are used to describe aspects of the MD Online IEP system:

Student Compass Module vs IEP Module - When first logging into the system, the Student Compass Module will appear. The Student Compass Module displays information at the Aggregate or Student Level.

At the Aggregate level, the following sections are available:

- **Students** - Notifications page displays the following upcoming information: meetings, annual review, reevaluations for all assigned students. Student Matrix has the Cases tab, Search tab and Add a New Case tab. The Cases tab displays all assigned students, and the Search tab is for locating a student's record.
- **Progress** - Displays progress on IEP goals across the caseload. This has filters that can be applied to further evaluate progress on IEP Goals.
- **Meetings** - Displays all meetings across the caseload. Can click on a meeting to view the student level meeting details.
- **Reports** - Displays IEP Reports, Dashboard, and the Data Analytics tabs.
- **Administration** - Only available to users having administrative permissions assigned to their account. The user will be able to do the following: Add/Edit other IEP users, Add/Edit additional members, Add/Edit letters of documents that can be uploaded to the system for future use. County Level/Data Managers with Admin permissions have additional functions available. See County Level/Data Manager Functions section of this User Guide.

The **Student Level of Student Compass** is accessed by selecting a student from the following sections: Notification, Student Matrix, Monitoring, or Meetings.

At the Student level, the following sections are available:

- **Notifications** - Displays the following upcoming information: meetings, annual review, reevaluations for the student.
- **Monitoring** - Displays all the IEP Goals and Intervention tabs. The IEP Goals tab displays progress on all IEP Goals. Can click the "Track Progress" button to update progress on the IEP goal. Objectives and any associated interventions are displayed with each goal. Can click the "Track Progress" button to update progress on the IEP goal. Can click "Add Intervention" to associate the intervention that is being done to support the goal. The Monitoring has a quick link to print the page. The Interventions tab displays all IEP Goals, objectives for each goal. Can add an intervention for goals. Can click the "Track Progress" button to update progress on the Intervention. The Intervention has a quick link to print the page.
- **Profile** - Displays the following information: demographic, identifying parent/guardian, school, etc.. Users can update or edit the demographic information on this page.
- **IEP Summary** - Displays summary information from the IEP. The IEP Summary has a quick link to print the page.
- **Meetings** - Displays all meetings currently scheduled. Date ranges can be entered to view past or future meetings. The meeting can be edited and notifications can be sent. In addition, meetings can be scheduled from this page.
- **Forms/Logs** - Displays all forms and logs completed for the student and links to complete new forms and/or logs.

Resident and Service County and School

Resident County and School and **Service County and School** appear in several places in the MD Online IEP system and on the printed copy of the IEP. This information serves multiple purposes based on where it is located. Please refer to the document [Residence County/School and Service County/School in the MD Online IEP](#) for a comprehensive description of this information.

Close Record

Once the IEP has been completed and approved by the IEP team, the document must be closed. Closing the IEP indicates that all information contained therein has been verified, approved by the IEP team and determined an

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accurate report of the student's Individualized Education Program. Closing the IEP automatically sends the appropriate data to the Special Services Information System (SSIS) at the Maryland State Department of Education for later use in local and Federal reporting.

A closed IEP record cannot be reopened or deleted from the system. To make changes to the IEP, a user can create an Amendment or start a Next IEP which covers a new IEP, Service Plan or Eligibility 3, 4 or 6 Status Report.



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Things to Remember

Please remember the following when using the MD Online IEP system:

- For security reasons, the application has a time limit for how long the program remains idle. This is about 30 minutes and will log the user out at that time. Inactivity is caused by not "clicking" on anything in the program. Any "click" will reset the timer back to start; however, typing is not considered "clicking" and therefore will not reset the timer.
- **SAVE** often. Using the **SAVE** button constitutes a "click" and will reset the timer as well as assuring no data is lost. If the user navigates away from a screen in the MD Online IEP system without first saving, all data will be lost following the last time SAVE was used. It is good practice to use the **SAVE** button often.
- When using the **SAVE** button be sure to check the confirmation message at the top of the screen before navigating away. If a critical piece of information is missing, the message will appear in red at the top of the screen. This missing piece of information must be completed and the page saved again. If the page has successfully saved, a green confirmation message will appear at the top of the screen.
- Avoid using the back arrow on your browser. As with any secure website using that button is discouraged to avoid losing previously entered data. Instead, use the navigation choices on the left or top of the screen.

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Logging In

The URL for the MD Online IEP system is <https://iep.online-iep.com/maryland/>.

Follow the directions below to log into the Maryland Online IEP system:

1. Enter your assigned login name and password. Take note that the password is case sensitive.
2. Click **Submit** or press **Enter** to complete the login process.

If this is the first time you log in, you will be prompted to change your password to one of your choosing and answer a secret question. This will be used if you ever need to recover your password.

Tip: If your password is forgotten, you can select "Forgot Password" and your password will be sent to your email account.

Single Sign-on

The URL for the MD Online IEP system's Single Sign-on is <https://iep.online-iep.com/sso>.

Single Sign-on is available to end users who have multiple accounts in MD Online IEP system, ECAS, IFSP. End user must be logged into MD Online IEP system to create a single sign-on account.

1. Click the **Single Sign-on Portal link**.
2. **Create the Single Sign-on ID** and associate the various system's user ID's and passwords.
3. **Select and enter an answer to a secret question** to support the forgotten password functionality.
4. Once the Single Sign-on ID is established, login to the MD Online IEP system via the Single Sign-on Portal and have a quick way to navigate to other systems with one click.

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Welcome Screen

After completing the login process, the **Student Compass Module Student: Notification page** will appear for Teachers and School Based Administrators. From this page, navigate through the Maryland Online IEP system, as determined by the user's access permissions. County Level/Data Managers will be directed to the Search page and will not have the Notification page as an option. Access permissions are determined by County Level/Data Managers or School Based Administrators in the local school system.

The screenshot shows the 'Student Compass' web application. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a green 'Lookup Students' button. To the right of the search bar is a user profile dropdown menu showing 'cte_sa'. Below the search bar is a navigation menu with tabs for 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration'. The 'Students' tab is selected. On the left side, there is a sidebar with the text 'School Based Administrator' and input fields for 'County' and 'School'. Below these are 'LINKS' for 'Instructional Series Overview' and 'Another Link'. The main content area is titled 'Notifications' and has a sub-tab 'Case Matrix' and a button 'Add New Case'. Underneath, there is a section 'Case Load Notifications' with a checkbox 'Only display cases that include me as a team member'. Two cases are listed:

Case Name	Due Date
Desiree Kranwinkel IEP Reevaluation	06/05/2014
Shanice Witherspoon IEP Reevaluation	06/05/2014

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Navigation in the Student Compass Module

After logging in, either the Notification page or the Search page in the Student Compass Module will appear. This is based on permissions/security and/or number of students assigned to them. To view a list of all assigned student, click the **Student Matrix: Cases tab**. Click a student's name to be taken to the case. Navigation options for all users include Student, Monitoring, Meetings, and Reports. Administration is available depending upon the access permissions.

Once a case has been selected, the IEP module can be accessed by clicking the **IEPs button** from the IEP Summary page to access active and prior IEP's and to create a new IEP. The **Add New Case function** is in the Student Matrix: Add New Case tab.

Note: Users see navigation options based on his/her assigned access permissions and user level.

Student Section, Notification--Allows users to see a list of notifications for all students. Notifications can be filtered by Notification type.

Student Section, Student Matrix, Cases--Allows users with the access permission of a teacher or school based administrator to navigate to his/her list of students.

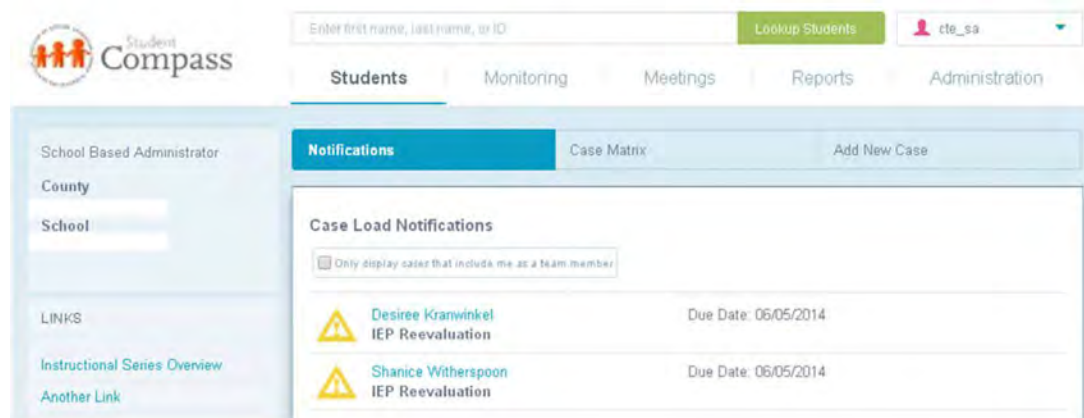
Progress Tab--Aggregates IEP goals depending upon permissions. This page aggregates the goals and also displays the current progress based on progress updates entered for the goal selected.

Meetings--Allows users to schedule any type of IEP team meeting and to view scheduled or past meetings.

Reports--Takes the user to a list of reports available to assist with monitoring and reporting of student IEP data. In addition, a tab for the Data Analytics section is available to School Based Administrators, Data Managers and MSDE personnel. This allows users to build custom reports with corresponding charts.

Administration--Allows users with access permissions to initiate Administrative functions, such as adding a new user, assigning students to a teacher, adding a case, and rolling over to the next school year.

Student Section, Notification



The Notification button is used to display a list upcoming events: meetings, annual review and reevaluations for all students. Notifications will be listed in date order then alphabetically by student last name and first name.

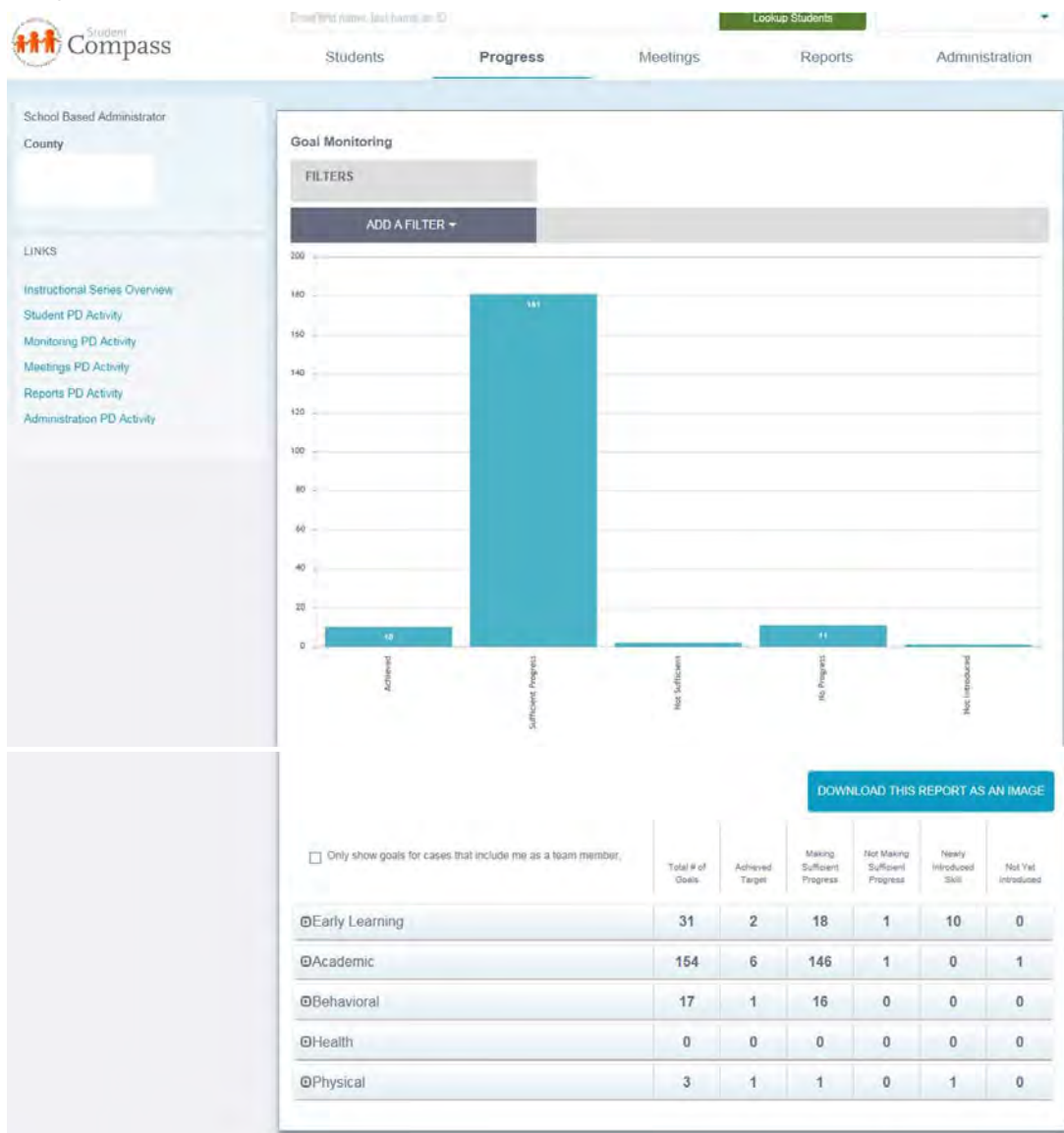
Student Section, Student Matrix, Cases

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The **Cases** tab displays all students to which permission is given. Filters can be applied to this list. A new filter “Cases that include me as a team member” is available. There is a Search tab that can be used to search for a specific student. Filters can be applied to the search criteria including the filter “Cases that include me as a team member”.

Progress



The Progress section aggregates IEP goals depending upon permissions. This page aggregates the goals and also displays the current progress based on progress updates entered for the goal selected. Users can apply filters to the data to further investigate progress on IEP goal. Filters such as: grade, primary disability, race can be selected and the data in the bar charts and table below will change to reflect the selected filters.

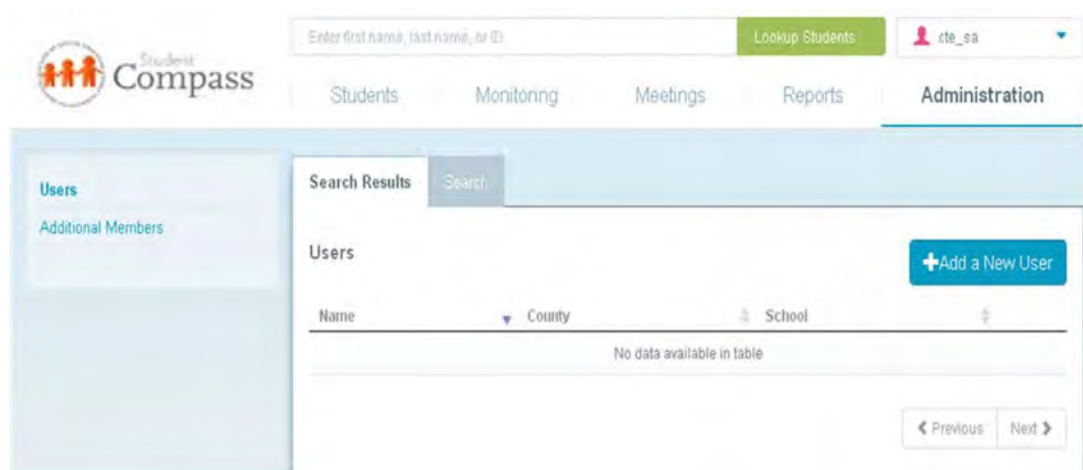
Meetings

The Meetings section is used to schedule any type of IEP team meeting and to view scheduled or past meetings.

Reports

The Reports section takes the user to a list of reports available to assist with monitoring and reporting of student IEP data. In addition, a tab for the Data Analytics section is available to School Based Administrators, Data Managers and MSDE personnel. This allows users to build custom reports with corresponding charts.

Administration



The screenshot displays the 'Student Compass' interface. At the top left is the logo with three stylized figures. A search bar contains the text 'Enter first name, last name, or ID'. To its right is a green 'Lookup Students' button and a user profile dropdown showing 'cte_sa'. Below the search bar is a navigation menu with 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration' (which is highlighted). On the left side, there is a sidebar with 'Users' and 'Additional Members' links. The main content area is titled 'Search Results' and contains a 'Search:' input field. Below this is a section for 'Users' with a '+Add a New User' button. A table with columns 'Name', 'County', and 'School' is shown, but it contains the message 'No data available in table'. At the bottom right of the table area are 'Previous' and 'Next' navigation buttons.

Depending upon access permissions, the **Administration section** is used to initiate Administrative functions, such as adding a new user, assigning students to a teacher, adding a case, and rolling over to the next school year.



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INDIVIDUALIZED EDUCATION PROGRAM
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Maryland Statewide Individualized Education Program (IEP)

Process Guide

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Introduction

The United States Department of Education, Office of Special Education Programs (OSEP), has advised states that each Individualized Education Program (IEP) written on or after July 1, 2005, must comply with the Requirements of the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA). The Maryland Statewide IEP addresses that requirement. The Statewide IEP will also aid public agencies with data collection and provide service providers with a student educational services planning tool. Therefore, the Maryland State Department of Education (MSDE) has directed that all IEPs written for students in Maryland be completed on these forms.

Statewide IEP Implementation Timeline

July 1, 2005	July 1, 2006	July 1, 2007	July 1, 2008
<ul style="list-style-type: none"> • Online IEP pilots 	<ul style="list-style-type: none"> • Additional expansion to LSS • Parallel data collection with online IEP and SSIS • Web based online IEP expansion for data decision making • Vendor money to support templates for statewide online IEP usage • Develop additional modules 	<ul style="list-style-type: none"> • Statewide IEP usage of template for all public agencies • Public agencies required to have print version of the same format • Parallel data collection continues 	<ul style="list-style-type: none"> • Statewide IEP data collection and format implementation required

The IEP is a written document that is developed for each eligible student with a disability who is to receive special education and related services. The federal regulations for IDEA specify, at 34 CFR §§300.320-300.328, the procedures that school districts must follow to develop, review, and revise the IEP for each student. The information contained within this document reflects content found in the resources listed below. Public agency personnel may refer to these documents for additional information to ensure appropriate procedures are followed:

- IDEA 2004, 20 U.S.C. 1400, et seq.
- IDEA federal regulations 34 C.F.R. §§300, et seq.
- Education Articles, §8-401— 418, Annotated Code of Maryland¹
- COMAR 13A.05.01 Provision of a Free Appropriate Public Education to Student with Disabilities
- COMAR 13A.08.03 Discipline of Student with Disabilities
- “Maryland Accommodations Manual, July 2013”
- “Maryland Student Records Manual, 2011”
- “Maryland Online Special Services Information System, October 25, 2014”

The Division of Special Education/Early Intervention Services will be developing professional development materials related to reducing the paperwork related to the development, review, and revision of a student’s IEP. Also, as all materials and brochures are updated special emphasis will be placed on providing direction on how local school systems can reduce any excessive length of IEPs including unnecessary and add-on paperwork.

¹ The Maryland General Assembly may change State law. If changes are made to State law that would impact the student’s IEP or IEP team decisions, the IEP Process Guide will be revised to reflect changes.

Commonly Used Terms

Accommodation – A practice or procedure that provides a student with a disability equitable access during instruction and to assessments in the areas of: presentation; response; setting; and scheduling. Accommodations do not reduce learning expectations.

[20 U.S.C. §1412(a)(16); COMAR 13A.05.01.03B(1); Maryland Accommodations Manual, July 2012; State Performance Plan Indicator 3]

Age of Majority – IDEA requires that at least one year prior to reaching the age of majority in accordance with State law, the parents and student are to be informed of his or her rights under IDEA, which will transfer to him/her, if any. Rights under IDEA do not transfer to students with disabilities under Maryland State law. In certain limited circumstances, all rights accorded to the parents under IDEA shall transfer to a student with a disability. This transfer occurs when the student reaches the age of 18 years, if the student has not been adjudged incompetent under State law and there is documentation that:

- The parents are unavailable or unknown, and the student requests that the parental rights be transferred to the student rather than have a parent surrogate appointed;
- The parents have not participated in the special education decision making process for the student after repeated attempts by the public agency to involve the parents over the previous year;
- The parents have affirmatively rejected participation in the special education decision making process;
- The parents cannot participate in the special education decision making process due to prolonged hospitalization, institutionalization, or serious illness or infirmity of one or both of the parents and the parents have consented to the transfer of rights to the student;
- The parents cannot participate in the special education decision making process due to extraordinary circumstances beyond their control, and the parents have consented to the transfer of rights to the student; or
- The student is living outside of the parents' home and is not in the care or custody of another public agency.

If the parents of a student with a disability, with whom the student resides, do not consent to the transfer of rights to the student at the age of 18, and the student has not been adjudged incompetent under State law, either party may file for due process to determine whether the rights should be transferred.

If a parent surrogate in accordance with federal and State laws and regulations has

represented a student with a disability, the public agency shall provide any written notice required under federal and State laws and regulations to both the student and parent surrogate. All other rights afforded the parent surrogate under IDEA shall transfer to the student if the student has not been adjudged incompetent under State law and the student requests that the rights transfer to the student.

[Education Article §8-412.1, Annotated Code of Maryland]

Alternate Assessment Based on Alternate Academic Achievement Standards (AA-AAS) –Students with the most significant cognitive disabilities participate in the AA-AAS if through the IEP process it has been determined they cannot participate in the MSA even with accommodations (see participation guidelines below). The AA-AAS assesses and reports student attainment of individually selected indicators and objectives from the reading, mathematics, and science content standards. Students participate in THE AA-AAS in grades 3 through 8, and grade 10. The AA-AAS results are reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State Accountability program. Results from the AA-AAS are aggregated with those from the PARCC for accountability purposes, but the number of AA-AAS students reported as “proficient” or above will be capped at 1% of the total number of assessed students at each grade and content. Refer to the *“Maryland Accommodation Manual,” 2012* for additional information regarding the guidelines for AA-AAS.

Each student’s IEP team makes the decision as to which assessment is appropriate for an individual student. A student with a significant cognitive disability will participate in AA-AAS if he or she meets **each** of the following criteria:

- The student is learning (at emerging, readiness, or functional literacy levels) extended Maryland reading and extended Maryland mathematics content standards objectives.
AND
- The student requires explicit and ongoing instruction in functional skills.
AND
- The student requires extensive and substantial modification (e.g., reduced complexity of objectives and learning materials, and more time to learn) of the general education curriculum. The curriculum differs significantly from that of their non-disabled peers. They learn different objectives, may use different materials, and may participate in different learning activities.
AND
- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings.
AND
- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.
AND

- The student cannot participate in the MSA even with accommodations.

Students not meeting the criteria above will participate in the MSA, with or without accommodations, as appropriate, based on their IEP.

[Maryland Accommodations Manual, July 2012; COMAR 13A.03.02; State Performance Plan Indicator 3]

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLS and Alternate ACCESS for ELLS – ACCESS for ELLS®) is an English language proficiency test; as such, it is a tool used to assess the construct of ELs' receptive and productive skills in English. Because it focuses on language rather than content area knowledge and skills, some accommodations that might be appropriate for the classroom or content area tests should not be used with *ACCESS for ELLS®* or *Alternate ACCESS for ELLS®* as they will invalidate the construct. In other words, students would be taking a test that is no longer measuring just their English language proficiency, making any interpretation or inferences from the scores invalid. Refer to Maryland Accommodations Manual Appendix P: MD State Assessment and *ACCESS for ELLS®* Accommodations Crosswalk for additional information.

[Maryland Accommodations Manual, July 2012]

Assessment – The process of collecting data for an evaluation to be used by an Individualized Education Program (IEP) team to determine a student's need for special education and related services.

[COMAR 13A.05.01.03B(2)]

Assistive Technology Device – Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

[20 U.S.C. §1401(1); 34 C.F.R. §300.5; COMAR 13A.05.01.03B(4)(a)]

Assistive Technology Service – Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of such student, including a functional evaluation of the student in the student's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such student;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive

technology devices, such as those associated with existing education and rehabilitation plans and programs;

- Training or technical assistance for such student, or, where appropriate, the family of such student; and
- Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such student.

[20 U.S.C. §1401(2); 34 C.F.R. §300.6; COMAR 13A.05.01.03B(5)(b)]

Behavioral Intervention Plan (BIP) – A proactive plan designed to address problem behaviors exhibited by a student in the educational setting through the use of positive behavioral interventions, strategies, and supports.

[COMAR13A.08.04.02B(1)]

Bridge Validation Program (Bridge Plan) – The Bridge Validation Program is for students failing to meet the passing score on any one HSA at least twice. Eligible students would also have to meet additional local and state criteria such as minimum GPA, satisfactory attendance, passing grades in all HSA subjects, and participation in academic remediation. Students meeting the eligibility criteria would be permitted to complete an Academic Validation project that demonstrates the content and skills of each HSA they failed to pass. To be eligible for the Bridge Plan, students must have failed an HSA at least twice, passed the HSA-related course, and completed an assistance program offered by their school or school system—for example, tutoring or after-school instruction. Students must also have an acceptable attendance record and be making satisfactory progress toward graduation. Local school systems will determine when a student may begin work on the Bridge Plan. A local review panel, established by your school district, will evaluate the Academic Validation Project(s) at the end of the assigned work period, and your local superintendent will give final approval. For additional information, see: http://mdk12.org/share/pdf/Bridge_Final.pdf

[COMAR13A.03.02.09B(d)(2)]

COMAR – Code of Maryland Regulations. Title 13A, State Board of Education, includes all regulations adopted by the State Board of Education for the provision of public education to students in the State of Maryland. Within Title 13A, the following chapters are specifically applicable to students with disabilities:

- COMAR 13A.05.01 Provision of a Free Appropriate Public Education
- COMAR 13A.05.02 Administration of Services for Students with Disabilities
- COMAR 13A.08.03 Discipline of Students with Disabilities
- COMAR 13A.08.04 Student Behavioral Interventions

Consent - A public agency is required to ensure the parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native

language or other mode of communication; understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent describes that activity and lists the records, if any, that will be released and to whom; and understand that the granting of consent is voluntary on the part of the parent and may be revoked at any time. Consent includes that if the parent revoke consent, that revocation is not retroactive and does not negate an action that occurred after the consent was given and before the consent was revoked; and if the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the student's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

[34 CFR §§300.9, and 300.300]

Direct Service – Instructional and/or related services provided to the student

Discussion to Support Decision(s) (optional) – A text field available to an IEP Team to provide additional information relative to an area within the student's IEP where decisions are made. If an IEP Team intends to use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN) below.

[20 U.S.C. §1415; 34 C.F.R §300.503; COMAR 13A.05.01.12]

Document Basis for Decision(s) (required) – A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice

(PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action; -
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Early Childhood Transition – Children referred by the Local Infants and Toddlers Program (LITP) prior to age 3, who are found eligible for IDEA Part B preschool services, have an IEP developed and implemented on or before their third birthday.

[20 U.S.C. §1412(a)(9); 34 C.F.R. §300.124; 34 C.F.R. §303.211; COMAR 13A.05.01.08A(2); 13A.13.01.09; State Performance Plan Indicator 12]

To ensure a smooth transition for toddlers receiving early intervention services under IDEA Part C to preschool or other appropriate services, the LITP shall notify the local school system of the jurisdiction in which the student resides that the student will shortly reach the age of eligibility for preschool services under IDEA Part B. In the case of the student who may be eligible for IDEA Part B preschool services, with the approval of the family of the student, convene a Transition Planning Meeting among the LITP, the family, and the local school system at least 90 days and at the discretion of all parties, not more than 9 months before the student is eligible for the preschool services, to discuss any services that the student may receive. In the case of a student who may not be eligible for preschool services, with the approval of the family, make reasonable efforts to convene a Transition Planning Meeting among the LITP, the family, and providers of other appropriate services for children who are not eligible for preschool services under IDEA Part B, to discuss the appropriate services that the student may receive.

[20 U.S.C. §1416(a)(3)(B); 34 C.F.R. §§300.101(b); 300.124; 300.323; 34 C.F.R. §303.209; COMAR 13A.05.01.08A(2); COMAR 13A.13.01.09; State Performance Plan Indicators 12]

Evaluation – The review of information from parents; existing data; and results of assessment procedures at a meeting of the IEP team and other qualified professionals, as appropriate, to determine whether a student has a disability, and the nature and extent of the special education and related services that the student needs.

[20 U.S.C. §1414(a); 34 C.F.R. §§300.301 – 300.311; COMAR 13A.05.01.06C(1)]

Extended Individualized Family Service Plan (IFSP) Option – Prior to a child's third birthday, if a child with a current IFSP is determined eligible for special education and related services, the child's family may choose to continue to receive early intervention services with an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy through an IFSP until the beginning of the school year following the child's fourth birthday.

[20 U.S.C. §1435(c); 1437(a)(11); 34 C.F. R. §303.211; Education Article §8-416; COMAR 13A.13.01.09C]

Extended School Year Services (ESY) – the individualized extension of specific special education and related services provided to a student with a disability beyond the normal school year of the public agency, in accordance with the IEP, at no cost to the parents of the student; and which meet the standards of the Maryland State Department of Education. The determination of a student's need for ESY services is made annually on

an individual student basis by the student's IEP team.

[34 C.F.R. 300.106; COMAR 13A.05.01.03B(26)]

Free Appropriate Public Education (FAPE) – Special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet state and federal requirements; include preschool, elementary school, or secondary school education; and are provided according to an IEP.

[20 U.S.C. §1412(a)(1)(A); 34 C.F.R. §300.101– 300.113; COMAR 13A.05.01.03B(27)]

Functional Behavioral Assessment (FBA) - The systematic process of gathering information to guide the development of an effective and efficient behavioral intervention plan for the problem behavior. An FBA includes the identification of the functions of the problem behavior for the student; a description of the problem behavior exhibited in the educational setting; and identification of environmental and other factors and settings that contribute to or predict the occurrence, nonoccurrence, and maintenance of the behavior over time.

[COMAR 13A.08.04.02B (5)]

Habilitative Services – Habilitative services are therapeutic services that are provided to children with genetic conditions or conditions present from birth to enhance the child's ability to function. Habilitative services are similar to rehabilitative services that are provided to adults or children who acquire a condition later on. The difference is that rehabilitative services are geared toward reacquiring a skill that has been lost or impaired, while habilitative services are provided to help acquire a skill in the first place, such as walking or talking. Habilitative services include but are not limited to physical therapy, occupational therapy and speech therapy for the treatment of a child with a congenital or genetic birth defect.

[Maryland Insurance Administration (MIA) Parents' Guide to Habilitative Services, 2013]

High School Assessment – The last retake administration of the Maryland High School Assessments (HSAs), English 10 and Algebra 1, is the summer 2015.

[State graduation requirements in COMAR 13A.03.02; Maryland Accommodations Manual, July 2012; State Performance Plan Indicator 3; Maryland SBOE October 2014]

Identification – The decision that a student is eligible for special education and related services as a student with a disability in accordance with the Individuals with Disabilities Education Act (IDEA).

[20 U.S.C. §1414(b)(4) and (5); 34 C.F.R. §300.306; COMAR 13A.05.01.04-.06]

Indirect Service – A service provided for or on behalf of the student to ensure implementation of the individualized educational program (IEP) in the least restrictive environment (LRE).

Individualized Education Program (IEP) – A written description of the special education and related services for a student with a disability that is developed, reviewed, and revised by the student’s IEP team.

[20 U.S.C. §1414(d); 34 C.F.R. §§300.320 - 300.328; COMAR 13A.05.01.03B(34)]

IEP Team – The group of individuals responsible for identifying and evaluating students with disabilities; developing, reviewing, or revising an IEP for a student with a disability; and determining the placement of a student with a disability in the least restrictive environment (LRE). The team may also include, at the discretion of the parent or the local school system, other individuals who have knowledge or special expertise about the student.

[20 U.S.C. §1414(d)(1)(B) – (d)(1)(D); 34 C.F.R. §300.321; COMAR 13A.05.01.03B(35)]

Individualized Family Service Plan (IFSP) – a written plan for providing early intervention and other services to an eligible student and the student's family, which shall be consistent with 34 CFR §303.344 and:

- Be developed jointly by the family and appropriate qualified personnel involved in the provision of early intervention services;
- Be based on the multidisciplinary evaluation and assessment of the student, and the assessment of the student's family, as required in 34 CFR §303.322; and
- Include services necessary to enhance the development of the student and the capacity of the family to meet the special needs of the student.

[34 C.F.R. §300.24; 34 C.F.R. §303.211; COMAR 13A.13.01.06 – .08]

Least Restrictive Environment (LRE) – An educational environment which meets the needs of a student requiring special education and related services as set forth in the student’s IEP and which, to the maximum extent appropriate to the student’s needs, ensures that the student will be educated with nondisabled peers. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

[20 U.S.C. §1412(a)(5); 34 C.F.R. §§300.114 - 300.120; COMAR 13A.05.01.10]

Limited English Proficient – An individual who does not speak English as his or her primary language and who has a limited ability to read, speak, write, or understand English.

[20 U.S.C. §1401(18); 34 C.F.R. §300.27; COMAR 13A.05.01.03B(37)]

Maryland School Assessment (MSA) – The Maryland School Assessment Program (MSA) measures higher order thinking processes. The MSA in Science is for students enrolled in grades 5 and 8. The MSA in Science is administered in April of each year.

[See Maryland Accommodations Manual, July 2012; State Performance Plan Indicator 3]

Maryland State Department of Education (MSDE) – The State education agency responsible for administration and supervision of local education agencies to ensure the provision of a free appropriate public education is made available to all students with disabilities.

[34 C.F.R. §300; Education Articles §§8-401 – 8-415, Annotated Code of Maryland; COMAR 13A.05.01; COMAR 13A.05.02; COMAR 13A.08.03; COMAR 13A.08.04]

Medical Assistance Service Coordination – Case management services which assist students with disabilities receiving medical assistance to gain access to the services recommended in the student’s IEP. The Medical Assistance Service Coordinator is an individual who meets the requirements specified in COMAR 10.09.52.03C and provides the services specified in COMAR 10.09.52.04. A service coordinator shall be an employee or under contract with a provider, be chosen by the IEP team or waiver multidisciplinary team, with the approval of the student’s parent or parents, taking into consideration the primary disability manifested by the student, the student’s needs, and services recommended in the IEP. The Service Coordinator is to:

- Participate in the IEP team to develop, review, or revise the student’s IEP, as appropriate, as in gaining access to the services recommended in the IEP;
- Assist the student in gaining access to the services recommended in the IEP; and
- Collect and synthesize evaluation reports and other relevant information about the participant that might be needed by an IEP team.

[COMAR 10.09.52]

Modification – A practice or procedure that changes, lowers, or reduces learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career.

[Maryland Accommodations Manual, July 2013]

Modified High School Assessment (Mod-HSA) – The last administration of Mod-HAS for second time test taker will be August 2015. The Modified High School Assessments (Mod-HSAs) are Modified Assessments based on course level core learning goals and modified academic achievement standards designed for students receiving special education services and who meet specific participation requirements.

National Assessment of Educational Progress (NAEP) – The National Assessment of Educational Progress (NAEP) produces the Nation’s Report Card, to inform the public about the academic achievement of elementary and secondary students in the United States. The NAEP collects and reports academic achievement at the national level, and for certain assessments, at the state and district levels. The results are widely reported by the national and local media, and are an integral part of our nation’s evaluation of the condition and progress of education.

The NAEP program has always endeavored to assess all students selected as a part of its sampling process. In all NAEP schools, accommodations will be provided as necessary for students with disabilities (SWD) and/or English language learners (ELLs). Participation of an SWD or ELL student is encouraged if that student:

- Participated in the regular state academic assessment in the subject being tested; and
- If that student can participate in NAEP with the accommodations NAEP allows.

Examples of accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

Parent/Guardian – Parent/Guardian means a student’s natural parents; a student’s adoptive parent; a guardian; a person acting as a parent of a student such as a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare. Parent also includes a foster parent, with whom the student lives if the foster parent has been granted limited guardianship for educational decision-making purposes by the court that has placed the student in foster care. A parent includes a parent surrogate who has been appointed in accordance with 20

U.S.C. §1415(b) (2), and Education Article, §8-412, Annotated Code of Maryland. The term “parent” does not include a social worker or other employee of a public agency who is responsible for the education or care of the student.

[20 U.S.C. §1401(23); 34 C.F.R. §300.30; Education Article §8-412, Annotated Code of Maryland; COMAR 13A.05.01.03B(52)]

Parent Surrogate – A person who is appointed by the local school superintendent to act in place of a parent of a student in the educational decision making process when a student is a ward of the State, or the student’s parents or unknown or unavailable, in accordance with Education Article §8-412, Annotated Code of

Maryland.

[20 U.S.C. §1415(b)(2); 34 C.F.R. §300.519; Education Article §8-412, Annotated Code of Maryland; COMAR 13A.05.01.03B(52)]

Partnership for Assessment of Readiness for College and Careers (PARCC) –

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs.

Postsecondary Transition – A coordinated set of activities for the student with a disability that is designed within a results-oriented process that will facilitate and support the student’s postsecondary goal(s).

[20 U.S.C. §1414(d)(1)(A) and (d)(6); 34 C.F.R. §§300.43; 300.320(b); COMAR 13A.05.01.03B(80); COMAR 13A.05.01.09A(3); State Performance Plan Indicators 13 and 14]

Prior Written Notice (PWN) – An IEP team shall provide prior written notice (PWN) to the parent of a student with a disability before the public agency proposes or refuses to initiate or change the identification, evaluation, educational placement of the student, or the provision of FAPE to the student. PWN content includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;
- A statement that the parent has protections under the procedural safeguards of IDEA and the manner in which the parent may obtain a copy of the procedural safeguards;
- A list of sources a parent may contact to obtain assistance in understanding the provisions of this chapter;
- A statement informing a parent of the State written complaint procedures of IDEA;
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C. §§1415(b)(3) and (4), 1415(c)(1), and 1414(b)(1); 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Reevaluation – A review of a student’s IEP by an IEP team at least once every

three years, unless the public agency and student's parents agree otherwise. On the basis of the review, and input from the student's parents, the IEP team shall identify what additional data, if any, is needed, to determine:

- Whether the student continues to be a student with a disability;
- The educational needs of the student;
- The present levels of academic achievement and related developmental needs of the student;
- Whether additions or modifications to special education and related services are needed to enable the student to meet the measurable annual goals in the student's IEP and to participate in the general curriculum; and
- Whether the student continues to need special education and related services.

If the IEP team believes additional data is needed, the IEP team shall review the student's IEP and the additional data within 90 calendar days of the IEP team meeting when the team determined the need for additional data.

[20 U.S.C. §§1401(30); 1414(a)(2); 1414(b)(6); 1414(c); 34 C.F.R. §§300.15; 300.303– 300. 305; COMAR 13A.05.01.06E]

Service Plan – A service plan is a written statement developed and implemented in accordance with 20 U.S.C. 1412(a)(10)(A) that describes the special education and related services a local school system shall provide a parentally placed private school student with a disability designated to receive services including the location of the services and any transportation necessary.

[20 U.S.C. §1412(a)(10)(A); 34 C.F.R. §§300.130 – 300.144 COMAR 13A.05.01.03B(69)]

Supplementary Aids, Services, Program Modifications, and Supports – Supports and services that enable a student with a disability to be educated within general education settings alongside nondisabled peers. Appropriate supplementary aids, services, program modifications, and supports may include, but are not limited to the services of various personnel that provide instructional support, indirect consultation, related supportive services, special scheduling, materials, devices, and instructional adaptations as determined appropriate for the individual student.

[20 U.S.C. §1401(33); 34 C.F.R. §§300.42, 300.320(a)(4), 300.324(a)(3)(ii); COMAR 13A.05.01.03B(79); COMAR 13A.05.01.16B]

Travel Training – Instruction to students with disabilities, as appropriate, to enable them to: develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment.

[20 U.S.C. §1401(29); 34 C.F.R. §300.39(a)(4); COMAR 13A.05.01.03B(83)]

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COVER PAGE

STUDENT AND SCHOOL INFORMATION

Title This identifies the document as the Statewide IEP form/format developed by the Maryland State Department of Education, Division of Special Education/Early Intervention Services for use by each public agency for students with disabilities requiring an Individualized Education Program (IEP).

If a local school system has determined a parentally placed private school student with a disability is to receive services, an IEP team is to develop a Service Plan. See Appendix C for additional information relative to parentally placed private school students with disabilities.

Type of Document Three options are available. Only those sections that are pertinent to the student should be completed and only those sections need to be included in the final (APPROVED) document. The three options identify the document are as follows:

Draft – A proposed program for development, review, or revision by the IEP team at an IEP team meeting.

NOTE:

Consistent with Education Article §8-405 of the Annotated Code of Maryland "Provision of Accessible Copies of Documents to Parents" requires school personnel to provide parent(s) with an accessible copy of each assessment, report, data chart(s), draft Individualized Education Program (IEP), or other document the IEP team or other multidisciplinary team plans to discuss at that meeting, at least five (5) business days before the scheduled meeting (Ed. Art. §8-405 and Appendix H Technical Assistance Bulletin 20 Provision of Accessible Copies of Documents to Parents).

Approved – A document that has been developed, reviewed, and or revised by an IEP team that delineates a student's program of services.

NOTE:

School personnel are also required to provide the parent(s) an accessible copy of the completed IEP not later than five (5) business days after the scheduled IEP or other multidisciplinary team meeting. If the IEP has not been completed by the fifth business day after the IEP team meeting, the parent(s) is to be provided an accessible draft copy of the IEP not later than five (5) business days after the scheduled IEP or other multidisciplinary team meeting (Ed. Art. §8-405 and Appendix H Technical Assistance Bulletin 20 Provision of Accessible Copies of Documents to Parents).

Amended – Changes to the IEP may be made by creating an addendum that revises the student's IEP since the last approved document. Amendments to the IEP may be made either:

- By the entire IEP team, or
- As provided in 20 U.S.C. §1414(d)(3)(D); 34 C.F.R. §300.324(a)(4); COMAR 13A.05.01.08B(4), if the student's parent and public agency agree not to convene an IEP team meeting, but instead develop a written document to amend or modify the student's IEP rather than redrafting the entire IEP.

The purpose of an addendum is to make minor changes to the student's IEP with the approval of both the parent and the public agency. Only those sections pertinent to the changes the parents and public agency agree to make are completed and only those sections need to be included with the previously approved document.

In making changes to a student's IEP after the annual IEP team meeting for a school year, the parent of a student with a disability and the public agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. [20 U.S.C. §1414(d)(3)(D); 34 C.F.R. §§300.324(a)(4) COMAR 13A.05.01.08B(4)]

The public agency must ensure that the student's service providers are informed of the amendment or modifications. The student's parent must be provided a revised copy of the IEP with the amendments incorporated. [20 U.S.C. §1414(d)(3)(F); 34 C.F.R §300.324(a)(6)]

When the student's IEP is amended, a public agency is required to maintain documentation reflecting the amendments and the agreement of both parties in accordance with local policies and procedures.

[34 C.F.R. §§300.324(a)(4); 300.324(a)(6); COMAR 13A.05.01.08B(6)]

NOTE:

34 C.F.R. §300.324(a)(6), consistent with 20 U.S.C. §1414(d)(3)(F) requires the public agency to, upon request of the parent, provide the parent with a revised copy of the IEP with the amendments incorporated.

NOTE:

School personnel are also required to provide the parent(s) an accessible copy of the completed IEP not later than five (5) business days after the scheduled IEP or other multidisciplinary team meeting. If the IEP has not been completed by the fifth business day after the IEP team meeting, the parent(s) is to be provided an accessible draft copy of the IEP not later than five (5) business days after the scheduled IEP or other multidisciplinary team meeting (Ed. Art. §8-405 and Appendix H Technical Assistance Bulletin 20 Provision of Accessible Copies of Documents to Parents).

Heading

The heading on this page and all subsequent pages identifies the document as a student's IEP using the Statewide IEP form and format. The heading includes:

- Student's Name;
- Agency the student currently attends; and
- IEP team Meeting Date when the document was developed, reviewed, or revised by the student's IEP team. The most recent date on which the IEP team approved an IEP date to be provided to Online Special Services Information System (SSIS) as "IEP Date."

STUDENT AND SCHOOL INFORMATION

The intent of this section is to provide a quick summary of student and school information. This information is initially completed within other sections of the IEP. The information includes:

- Demographic information about the student;
- Student's disability;
- Areas affected by the disability;
- Important relative dates for past and future IEP team meetings, as appropriate;
- Exit information if the student has exited special education services; and
- A list of the IEP team members present.

Student Information

Enter Student Name:

First Name: Enter up to fifteen (15) characters of the student's first name.

Middle Initial: Enter the student's middle name, if available. If the student does not have a middle name, enter "NMN." "NMN" means "No Middle Name." Entering "NMN" assures local school personnel and the local data manager that school personnel have overtly responded to the requirement to provide a student's middle name and have verified that the student does not have a middle name.

Last Name: Enter up to twenty-five (25) characters of the student's last name.

Address: Address where the student resides, including City Name, State, and Zip Code

Provision has been made for the student's address. It is intended that the address of the student's primary residence, i.e., where he or she spends most of his or her time, be entered on the Student Address line. This convention was adopted to help public agency staff identify where the student is to be transported if special transportation is required. It is recognized that there are various forms of living arrangements and guardianships for students. Public agencies fill in these fields with the most appropriate information aligned with the data maintained in your larger public agency database of all students. Additionally, spaces are provided for phone numbers and public agencies should, likewise, use them

	for their convenience.
Grade	<p>This is the student's grade level during the timeframe in which the IEP will be in effect. The two-digit number of the grade in which the student is placed for the school year in which the document is in effect.</p> <p>Preschool, Ages 3-5 Kindergarten 01 through 12 = grades 1 through 12</p>
Unique Student Identification Number (State)	MSDE has developed a system of unique student identification numbers for ALL students. Each public agency will access a unique student identification number for each student. Please contact your local school system data managers if you have a question in regard the process of selecting a unique student identification number.
Student ID Number	<p>The number assigned by the local education agency. The number can be any combination of numbers and letters, but not more than 10 characters in length. If fewer than 10 characters are used, zeros fill the remaining positions.</p> <p>A public agency may also use a student's social security number. If the social security number is unavailable, the public agency should provide a 9-digit pseudo code, which begins with "9", followed by the public agency 2-digit identifier, and an additional 6 digits.</p> <p>NOTE: Please follow local public agency policies and procedures relative to the use of the social security number or developing and assigning pseudo codes, as applicable.</p>
Date of Birth	The birth date of the student. (month, day, and year)
Age	Indicate the student's age in years and months calculated from the student's date of birth to the date of the IEP team meeting for the document.
Gender	Indicate Male or Female

Race Codes

The race of the student.

Ethnicity

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Indicate :

Yes, student is Hispanic or Latino; or

No, student is not Hispanic or Latino

Following the Hispanic question (“yes” or “no”) a “Race Code” must also be selected.

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American - A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Limited English Proficient

Limited English proficient is defined as an individual who does not speak English as his or her primary language and who has a limited ability to read, speak, write, or understand English.

COMAR 13A.05.01.03B(37)

When completing the Limited English Proficient field, the response entered must be based on information obtained from the parent or student. Most typically, this information is collected when a student is first enrolled and parents complete language survey forms, or when a student is evaluated to determine his or her dominant language. Please follow local

	<p>public agency policies and procedures relative to language identification. Indicate:</p> <p>YES (limited English proficient); or NO (not limited English proficient)</p>
Student's Native Language	<p>If YES is indicated above, identify the student's native language. Native language is defined as the language normally used by an individual who is limited English proficient, or the language normally used by the parent of the student. This includes American sign language for students who are deaf or hearing impaired, when applicable. On the Student Record Card 1 Side 1 school personnel are to document the language spoken in the home.</p> <p>[COMAR 13A.08.02.01; and Student Records Manual 2008]</p>
Residence County	The public jurisdiction of where the parent or legal guardian of the student resides.
Residence School	<p>The school the student would attend if not disabled. This includes:</p> <ul style="list-style-type: none"> • Students identified as receiving home instruction; • Parentally placed in a private school; and • Homeless, unknown school.
Service County	The public agency responsible to provide the special education services. This includes local school systems, Department of Juvenile Services (DJS), Adult Correctional Facilities, Edison Schools, Maryland School for Blind (MSB), and Maryland School for Deaf (MSD).
Service School	<p>The public agency school, nonpublic school, or private school that identifies where the student receives special education service(s). In addition to public and nonpublic schools, this includes:</p> <ul style="list-style-type: none"> • Students identified as receiving home instruction; • Students parentally placed in a private school; and • Homeless students, unknown school.
Financially Responsible	<u>Out of County Living Arrangement</u>

Jurisdiction

The financially responsible county is the county where the parent or legal guardian of a student in an out-of-county living arrangement resides. If the parents of the student live apart, the financially responsible county is:

- The county where the parent who has been awarded custody of the student resides;
- If custody has not been awarded, the county where the parent with whom the student lives when not in a foster care home or residential facility resides;
- If custody has been awarded to both parents and the parents reside in different counties, both counties shall be considered financially responsible and shall pay one-half the amount; or
- If custody has been awarded to both parents and one parent resides in a county and the other resides out-of-state, the county shall be considered the financially responsible county.

Informal Kinship Care

"Informal kinship care" means a living arrangement in which a relative of a student, who is not in the care, custody, or guardianship of the local department of social services, provides for the care and custody of the student due to a serious family hardship.

"Serious family hardship" means:

- Death of a parent or legal guardian of the student;
- Serious illness of a parent or legal guardian of the student;
- Drug addiction of a parent or legal guardian of the student;
- Incarceration of a parent or legal guardian of the student;
- Abandonment by a parent or legal guardian of a student; or
- Assignment of a parent or legal guardian of a student to active military duty.

"Receiving agency" means the local education agency for the county where the relative of a student in an informal kinship care relationship resides.

"Sending agency" means the local education agency for a county where the parent or legal guardian of a student in an informal kinship care relationship resides, and as further defined in Education Article, §4-122.1, Annotated Code of Maryland. A local school superintendent shall allow the student, who is a Maryland resident to attend a public school in a county other than the county where the student is domiciled with the

student's parent or legal guardian if:

- The student lives with a relative providing informal kinship care in the county; and
- The relative verifies the informal kinship care relationship through a sworn affidavit.

The relative providing informal kinship care shall make the full range of educational decisions for the student unless the court:

- Appoints a guardian for the student; or
- Awards custody of the student to someone other than the relative providing informal kinship care.

The parent or legal guardian of a student in an informal kinship care relationship shall have final decision-making authority regarding the educational needs of the student.

Education funding of a student in informal kinship care shall be provided in accordance with Education Article, §4-122.1, Annotated Code of Maryland.

The student in an informal kinship care relationship shall receive an appropriate education from the receiving agency.

The receiving agency shall include a student enrolled as the result of an informal kinship care relationship in its full-time equivalent enrollment as provided by Education Article, §5-202(a), Annotated Code of Maryland.

**Care and
Custody
of a State
Agency**

Indicate **YES** or **NO**.

YES, if a court has appointed a state agency the responsibility for care or custody of a student. The public agency may need to invite the student's caseworker to attend the student's IEP team meetings. The public agency may also need to determine whether or not the public agency may need to appoint a parent surrogate to represent the student.

NO, if the student is represented by a parent/guardian.

**Name of State
Agency**

If **YES** was indicated above for "Custody and Care of a State Agency," enter the name of the state agency.

**Parent
Surrogate**

Indicate the name of the person appointed to act as the student's parent in educational decision-making. This individual shall be invited to IEP team meetings.

	[34 C.F.R. §300.519; Education Article §8-412, Annotated Code of Maryland COMAR 13A.05.01.03B(52)]
Parent/ Guardian 1 and 2	<p>Enter the name of the parent/guardian with whom the student lives. It is recognized that there are various forms of living arrangements and guardianships for students. Additionally, spaces have been provided for phone numbers and public agencies should, likewise, use them for their convenience.</p> <p>NOTE: A public agency may collect more than two sets of information for parent/guardian. The Maryland online tool will only display information for two parent/guardians.</p>
Parent's Native Language	<p>An individual's primary language or the language normally used by an individual who has a limited ability to read, speak, write, or understand English. On the Student Record Card 1 Side 1 school personnel are to document the language spoken in the home. [COMAR 13A.08.02.01; and Student Records Manual 2008]</p>
Interpreter Needed	<p>If a parent is limited English proficient or deaf indicate whether an interpreter/ transliteration is provided to assure the parent's access to information and equitable participation in IEP team meeting.</p> <p>[34 C.F.R. §300.503; COMAR 13A.05.01.12C]</p>
Case Manager	School personnel responsible for managing the special education paperwork and requirements in accordance with local public agency policies and procedures.
IEP Team Meeting Date(s)	<p>Enter the date of the most recent IEP team meeting on which the IEP team met to develop, review, or revise the student's IEP, as appropriate.</p> <p>NOTE: Additional dates may also be listed to identify the date(s) of additional IEP team meetings to develop, review, or revise the student's IEPs, and dates of IEP addendums.</p>
IEP Annual Review Date	A student's IEP is reviewed at least once within a calendar year. This is called the annual review. Enter the date of the previous annual review of the student's IEP, if applicable.

Procedural Safeguards Document

Document the parent's receipt of the Procedural Safeguards – Parental Rights document. A copy of the Procedural Safeguards – Parental Rights document must be given to the parent of the student only one time a school year. An additional copy must also be given to the student's parent:

- Upon initial referral or parent request for evaluation;
- At their child's initial evaluation IEP team meeting;
- Upon receipt of the first State complaint under 34 C.F.R. §§300.151 – 300.153 in a school year;
- Upon receipt of the first due process complaint under 34 C.F.R. §300.507 in a school year;
- In accordance with the discipline procedures in §300.530(h); and
- Upon request by a parent.

[34 C.F.R. §300.504; Education Article §8-405(b); COMAR 13A.05.01.11]

Verbal and Written Explanation of the Parents' Rights and Responsibilities in the IEP Process

INITIAL ELIGIBILITY IEP TEAM MEETING

Document the parent's receipt of verbal and written explanation of the parent's rights in the IEP team process and a copy of *Parents' Rights and Responsibilities in the Individualized Education Program Process*

In accordance with an amendment to Education Article §8-405, adopted during the Maryland 2014 General Assembly, as a results of House Bill (HB 413), at a child's initial evaluation meeting, the parents are to be provided a verbal and written explanation of the:

- *Parents' Rights and Responsibilities in the Individualized Education Program Process*; and
- *The Parental Rights: Maryland Procedural Safeguards Notice*

NOTE: The initial evaluation meeting is the IEP team meeting when an IEP team determines whether a child is a child with a disability who requires special education services, in accordance with the 34 CFR §300.8 and COMAR 13A.05.01.03B(78).

Parent Request At Any Subsequent IEP Team Meeting

Document the parents' receipt of a verbal and written explanation of the parent's rights in the IEP team process and a copy of *Parents' Rights and Responsibilities in the individualized*

**Verbal and
Written
Explanation of
the *Parents’
Guide to
Habilitative
Services***

Education Program Process if requested by the parent at any subsequent IEP team Meeting.

As a results of Senate Bill (SB 701), the 2014 Maryland General Assembly adopted Education Article §8-418. Local school systems are to provide the parents of a child with a disability verbal and written information about access to habilitative services, including a copy of the Maryland Insurance Administration’s *Parents’ Guide to Habilitative Services*, at the following times:

- The transition meeting for a child moving from the Maryland Infants and Toddlers program to a local school system;
- A child’s initial Individualized Education Program (IEP) meeting;
- At least one time each year at a child’s Individualized Education Program meeting; and
- On the approval or denial of a parent’s request for a related service to enable a child with a disability to benefit from special education.

NOTE: The verbal explanation is: “Local school systems are required to share with you that your child may be eligible to access additional habilitative services through your private insurance carrier. Additional information is included in the Maryland Insurance Administration’s *Parents’ Guide to Habilitative Services*.”

The Maryland Insurance Administration’s *Parents’ Guide to Habilitative Services* may be accessed at <http://www.mdinsurance.state.md.us/sa/docs/documents/consu/mer/publicnew/parents'-guide-to-habilitative-services.pdf>

**Projected
Annual Review
Date**

Enter a projected date for reviewing the current IEP within one calendar year of the date of the IEP team meeting.

**Most Recent
Evaluation Date**

Initial Evaluation

The date the student’s IEP team met to consider existing data, information from parents, and additional data to complete an initial evaluation of a student within:

- Sixty (60) days of parental consent for assessments; and
- Ninety (90) days of the public agency receiving a written referral.

[34 C.F.R §300.300; COMAR 13A.05.01.06A]

Reevaluation

The date the IEP team met to consider existing data, information from parents, additional data, if determined needed. A reevaluation shall occur:

- Not more frequently than once a year, unless the parent and public agency agree otherwise; and
- At least once every three years, unless the parent and public agency agree that a reevaluation is not necessary.

If after the review of existing data and information from the parents, the IEP team and parents agree no additional data or assessments are necessary to determine whether the student continues to be a student with a disability requiring the provision of special education and related services that date is the date of the reevaluation.

If the IEP team determines the need for additional data, the public agency shall conduct assessment procedures. The results of assessment procedures shall be used by the IEP team in reviewing, and, as appropriate, revising the student's IEP within 90 days of the IEP team meeting when the IEP team determined that additional data was needed to determine whether the student continues to be a student with a disability requiring the provision of special education and related services.

[20 U.S.C. §§1401(30); 1414(b)(6); 34 C.F.R. §§300.15; 300.303 – 305 COMAR 13A.05.01.06E]

Projected Evaluation Date

Subsequent evaluations are called reevaluations and shall occur:

- Not more frequently than once a year, unless the parent and public agency agree otherwise; and
- At least once every three years, unless the parent and public agency agree that a reevaluation is not necessary.

[20 U.S.C. §§1401(30); 1414(b)(6); 34 C.F.R. §§300.15; 300.303 – 300.311(d); COMAR 13A.05.01.06E(2)]

Primary Disability

Although it is possible that a student may have more than one disability, enter the disability most indicative of the student's primary disability. A student evaluated and determined by an

IEP team to be a student with a disability or a student with a developmental delay, who, because of the disability requires special education and related services:

- Autism,
- Deaf-blindness,
- Deafness,
- Developmental delay,¹
- Emotional disability,
- Hearing impairment,
- Intellectual disability,
- Multiple disabilities,²
- Orthopedic impairment,
- Other health impairment,
- Specific learning disability,
- Speech or language impairment,
- Traumatic brain injury, or
- Visual impairment, including blindness

NOTE:

¹Please refer to local policies, procedures, and practices relative to students with a developmental delay.

² 1. Specify **each** disability from any of the three categories of disabling conditions the student's IEP team identifies as concomitant that causes such severe educational problems that the student cannot be accommodated in special education instructional services solely for one of the impairments.

- **Cognitive includes:** Autism, Emotional Disability, Intellectual Disability, Specific Learning Disability, Speech or Language Impairment, and Traumatic Brain Injury.
- **Sensory includes:** Deaf-Blindness, Deafness, Hearing Impairment, and Visual Impairment including Blindness.
- **Physical includes:** Orthopedic Impairment, and Other Health Impairment.

2. Concomitant means happening or existing along with or at the same time as something else.

3. A student is **not** required to be identified as a student with an intellectual disability as one of the disabilities.

Autism A developmental disability which:

- (a) Does not include emotional disability;
- (b) Significantly affects verbal and nonverbal communication and social interaction;
- (c) Is generally evident before 3 years old;
- (d) Adversely affects a student's educational performance; and
- (e) May be characterized by:
 - (i) Engagement in repetitive activities and stereotyped movements,
 - (ii) Resistance to environmental change or change in daily routines, and
 - (iii) Unusual responses to sensory experiences.

[34 C.F.R. §300.8(c)(1) COMAR 13A.05.01.03B(8)]

Deaf-Blindness

A concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated solely as a student with deafness or a student with blindness.

[34 C.F.R. §300.8(c)(2) COMAR 13A.05.01.03B(17)]

Deafness

Deafness means a hearing impairment which:

- (a) Is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification; and
- (b) Adversely affects the student's educational performance.

[34 C.F.R. §300.8(c)(3) COMAR 13A.05.01.03B(18)]

Developmental Delay, ages three – seven

This code may be used by a public agency utilizing the MSDE developmental delay definition. A student from three through seven years old assessed and evaluated as having:

- (a) A 25 percent or greater delay in adaptive, cognitive, communicative, emotional, physical, or social development;
- (b) Atypical development or behavior; or
- (c) A diagnosed physical or mental condition.

NOTE:

Please refer to local policies, procedures, and practices relative to students with a developmental delay.

Emotional Disability

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects a student's educational performance:

- (i) An inability to learn that cannot be explained by intellectual, sensory or health factors;
- (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (iii) Inappropriate types of behavior or feelings under normal circumstances;
- (iv) A general, pervasive mood of unhappiness or depression; or
- (v) A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disability includes schizophrenia. Emotional disability does not include a student who is socially maladjusted, unless it is determined that the student has an emotional disability.

[34 C.F.R. §300.8(c)(4)] COMAR 13A.05.01.03.B(22)]

Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance.

[34 C.F.R. §300.8(c)(5) COMAR 13A.05.01.03.B(29)]

Intellectual Disability

General intellectual functioning, adversely affecting a student's educational performance, which:

- (a) Is significantly sub average;
- (b) Exists concurrently with deficits in adaptive behavior; and
- (c) Is manifested during the developmental period.

[34 C.F.R. §300.8(c)(6) COMAR 13A.05.01.03B(42)]

Multiple Disabilities

Concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include students with deaf-blindness.

NOTE:

1. Specify **each** disability from any of the three categories of disabling conditions the student's IEP team identifies as concomitant that causes such severe educational problems that the student cannot be accommodated in special education instructional services solely for one of the impairments.
 - **Cognitive includes:** Autism, Emotional Disability, Intellectual Disability, Specific Learning Disability, Speech or Language Impairment, and Traumatic Brain Injury.
 - **Sensory includes:** Deaf-Blindness, Deafness, Hearing Impairment, and Visual Impairment including Blindness.
 - **Physical includes:** Orthopedic Impairment, and Other Health Impairment.
2. Concomitant means happening or existing along with or at the same time as something else.
3. A student is **not** required to be identified as a student with an intellectual disability as one of the disabilities.

[34 C.F.R. §300.8(c)(7) COMAR 13A.05.01.03B(44)]

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a student's educational performance. Orthopedic impairment includes impairments:

- (a) Caused by congenital anomaly, such as clubfoot or absence of some member;
- (b) Caused by disease such as poliomyelitis or bone tuberculosis; and
- (c) From other causes such as cerebral palsy, amputations, and fractures or burns which cause contractures.

[34 C.F.R. §300.8(c)(8) COMAR 13A.05.01.03B(50)]

Other Health Impairment

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is adversely affecting a student's educational performance, due to chronic or acute health problems such as:

- Asthma;
- Attention deficit disorder or attention deficit hyperactivity disorder;
- Diabetes;
- Epilepsy;
- A heart condition;
- Hemophilia;
- Lead poisoning;
- Leukemia;
- Nephritis;
- Rheumatic fever;
- Sickle cell anemia; or
- Tourettes Syndrome.

[34 C.F.R. §300.8(c)(9); COMAR 13A.05.01.03B(51)]

Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. It includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

It **does not** include students who have learning problems primarily the result of:

- Visual;
- Hearing;
- Motor impairment;
- Intellectual disability;
- Emotional disability;

- Environmental;
- Cultural; or
- Economic disadvantage.

[34 C.F.R. §300.8(c)(10); COMAR 13A.05.01.03B(7)]

Speech or Language Impairment

A communication disorder such as stuttering, impaired articulation, voice impairment, or language impairment that adversely affects a student's educational performance.

[34 C.F.R. §300.8(c)(11); COMAR 13A.05.01.03B(74)]

Traumatic Brain Injury

An acquired injury to the brain, caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury includes open or closed head injuries resulting in impairments in one or more areas such as:

- (i) Cognition;
- (ii) Language;
- (iii) Memory;
- (iv) Attention;
- (v) Reasoning;
- (vi) Abstract thinking;
- (vii) Judgment;
- (viii) Problem solving;
- (ix) Sensory, perceptual and motor abilities;
- (x) Psychosocial behavior;
- (xi) Physical functions;
- (xii) Information processing; and
- (xiii) Speech.

Traumatic brain injury does not include brain injuries that are congenital, degenerative, brain injuries induced by birth trauma.

[34 C.F.R. §300.8(c)(12); COMAR 13A.05.01.03B(82)]

Visual Impairment, including Blindness

An impairment in vision, which, even with correction, adversely affects a student's educational performance. Visual impairment includes partial sight and blindness.

[34 C.F.R. §300.8(c)(13) COMAR 13A.05.01.03B(84)]

**Areas
Affected
by
Disability**

The identified academic, health, physical, and behavioral area(s), as appropriate, identified by the IEP team as areas affected by the disability, including developmental, and functional needs of the student to enable the student to be involved in and progress in the general curriculum, and each special education and related service needed by the student, regardless of whether the need is commonly linked to the student's disability.

[34 C.F.R. §300.320; COMAR 13A.05.01.04 – .06;
COMAR 13A.05.01.09A(1)(a)]

EXIT INFORMATION

Exit Date Date student exited special education. All student data submitted in the annual June Exit Report must have exit dates ranging from July 1 of the previous year to June 30 of the reporting year. All services must be ended in the June data submission. Date of exit must be the same as, or after the date of the last IEP.

[MSDE Student Records Manual 2008; SSIS Manual, October 2009]

Exit Category Enter the reason the student exited from special education program:

A = Returned to general education - student who was served in special education during the previous reporting year, but at some point during that 12-month period, returned to general education as a result of having met the objectives of his or her IEP. This is a student who no longer has an IEP and is receiving all educational services from a general education program.

B = Graduated with Maryland High School Diploma - student who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.

C = Received Maryland High School Certificate of Program Completion - student who exited an educational program through receipt of a Maryland High School Certificate of Program Completion or IEP Team determination that the

student has developed appropriate skills for the individual to enter the world of work.

D = Reached 21 years of age - student who exited special education because of reaching the maximum age.

E = Deceased - student who died.

F = Moved, known to be continuing - student who moved out of the catchment area and is *KNOWN* to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program.

H = Dropped out - student who was enrolled at some point in the reporting year, was not enrolled at the end of the reporting year, and did not exit through any other basis (returned to general education, graduated, received certificate, reached maximum age, died, or moved). Includes GED recipients.

I = Special Case - Other reasons with superintendent's approval. For students under 16 years of age. This code may be used for students who withdraw in grade 8 for religious reasons.

J = Parent Revokes Consent for Services – For use when a parent revokes consent for the provision of special education and related services after special education and related services have been implemented.

[MSDE, SSIS Manual draft October 2009]

IEP TEAM PARTICIPANTS

IEP Team Participants

The IEP team for a student with a disability includes:

1. The parents of the student;
2. Not less than one regular education teacher of the student, if the student is, or may be participating in the regular education environment;
3. Not less than one special education teacher, or not less than one special education provider of the student;
4. A representative of the public agency who is:

- Qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, and
 - Knowledgeable about the general curriculum and is knowledgeable about the availability of resources of the public agency;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in Numbers 2 – 4 above;
 6. Other individuals, at the discretion of the parent or public agency, who have knowledge or special expertise regarding the student, including related service personnel, as appropriate; and
 7. The student, if appropriate.

If a student does not have a regular teacher, or is younger than school age, the regular educator shall be an individual qualified to teach a student of the student's age.

NOTE:

The parent or public agency may invite other individuals to attend and participate as a member of an IEP team. The determination of the knowledge or special expertise of an individual is made by the party who invited the individual. [34 C.F.R. §300.321(a); COMAR 13A.05.01.07A]

Transition from Part C to Part B

For parents of a child possibly transitioning from the Part C early intervention services provided by an Infants and Toddlers Program to Preschool Special Education Services, a Part C early intervention services representative is a required team member at the IEP team meeting where a child's eligibility for preschool special education i.e. determined. A Part C early intervention services representative may be invited to attend the IEP team meeting for the development of a child's IEP, at the request of the family.

[34 C.F.R. §300.321(f); COMAR 13A.13.01.09B]

Additional IEP Team Members for Determination of an SLD

The determination of whether the student suspected of having

a specific learning disability is a student with a disability as defined in § 300.8, must be made by the student's parents and a team of qualified professionals, which must include:

1. The student's regular teacher; or
2. If the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his or her age; or
3. For a student of less than school age, an individual qualified by the SEA to teach a student of his or her age; and
4. At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

[34 C.F.R. §300.308; COMAR 13A.05.01.06D]

Secondary Transition

The public agency must invite the student with a disability to attend the student's IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals under § 300.320(b). If the student does not attend the IEP team meeting, the public agency must take other steps to ensure that the student's preferences and interests are considered.

To implement the requirements for post-secondary transition, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services, with the consent of the student's parent, or student, if applicable.

[34 C.F.R. §300.321(b); COMAR 13A.05.01.07]

Nonpublic School Placements by Public Agencies

Before a local school system places a student with a disability in, or refers a student to, a nonpublic school or facility, the local school system must initiate and conduct a meeting to develop an IEP for the student. The agency must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the agency must use other methods to ensure participation by the nonpublic school or facility, including individual or conference telephone calls. A nonpublic school must contact the fiscally responsible

local school system to request IEP team meetings to review the student's IEP, as appropriate. The fiscally responsible local school system remains responsible for compliance with federal and State regulations.

[34 C.F.R. §300.325; COMAR 13A.05.01.16A]

Parentally Placed Private School Service Plan Meeting

Each parentally placed private school student with a disability who has been designated to receive services must have a services plan that describes the specific special education and related services that the local school system will provide to the student in light of the services that the local school system has determined it will make available to parentally-placed private school students with disabilities.

The services plan must, to the extent appropriate:

- a. Meet the requirements of the IEP with respect to the services provided; and
- b. Be developed, reviewed, and revised consistent with requirements for IEP team membership, Parent Participation, In Effect, and Development Review, and Revision of the IEP.

If a student with a disability is enrolled in a religious or other private school by the student's parents and will receive special education or related services from a local school system, the local school system must:

- 1. Initiate and conduct meetings to develop, review, and revise a services plan for the student; and
- 2. Ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the LEA shall use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.

[34 C.F.R. §§300.137(c); 300.138(b); COMAR 13A.05.01.16B]

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SECTION

I

MEETING AND IDENTIFYING INFORMATION

ELIGIBILITY

INITIAL ELIGIBILITY

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals, including the student's parent, determine whether the student is a student with a disability and the educational needs of the student. The public agency is required to provide a copy of the evaluation report to the parent, including the documentation of determination of eligibility.

An IEP team shall complete an **initial** evaluation of a student within:

- Sixty (60) days of parental consent for assessments; and
- Ninety (90) days of the public agency receiving a written referral.

The evaluation must consist of procedures to determine if the student is a student with a disability under 34 CFR 300.8 and to determine the educational needs of the student.

[20 U.S.C. §1414(a)(1)(C); 34 CFR §300.301(c); COMAR 13A.05.01.06A]

Exception to the Timeline for Completion of Initial Evaluation.

The timeline for completion of the initial evaluation described shall not apply, in accordance with 20 U.S.C. §1414(a)(1)(C)(ii); 34 C.F.R. §300.300, and COMAR 13A.05.01.06A if:

- The parent of the student repeatedly fails or refuses to produce the student for assessments;
- A student enrolls in a different public agency prior to the completion of the initial evaluation started in the student's former public agency of enrollment; or
- The student's parent and the IEP team extend the timeframe by mutual written agreement.

The exceptions to the timeline with regards to a student who enrolls in another public agency after consent for an initial evaluation was obtained, exception to the 60 day initial evaluation timeframe applies only if:

- The subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation;
- The parent and subsequent public agency agree to a specific time for completion of the evaluation.

NOTE:

In accordance with 34 C.F.R. §300.323(f), if a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child’s IEP from the previous public agency), **until** [emphasis added] the new public agency:

- (1) Conducts an evaluation pursuant to §§ 300.304 through 300.306 (if determined to be necessary by the new public agency); and
- (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §§ 300.320 through 300.324.

Also within the Analysis of Comments and Changes relative to §300.323(f) OSEP states, “The evaluation conducted by the new public agency would be to determine if the child is a child with a disability and to determine the educational needs of the child. Therefore, the evaluation would not be a reevaluation, but would be an initial evaluation by the new public agency, which would require parental consent.” [Analysis of Comments and Changes, page 46682]

If the new local school system determines that no additional or new data/assessments are needed and that existing data from another state meets the criteria for eligibility for services as a students-with a disability in Maryland and adequately addresses the student’s educational needs, the IEP team entering the data into the Statewide IEP, is to consider this an initial evaluation **not** a reevaluation **and** obtain parental consent for the initiation of services.

Initial Evaluation Eligibility Data

A student with a suspected disability who may need special education shall be referred, in writing, to an IEP team by the student’s parent or a public agency [20 U.S.C. §1414(a); 34 C.F.R. §300.301(b)].

Transition from Part C to Part B

A public agency shall convene an IEP team meeting to determine if a student in transition from a Local Infants and Toddlers Program (LITP) has a disability or developmental delay that requires the provision of special education and related services.

In the case of a student who was previously or is currently served under Part C, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the LITP to assist with the smooth transition of services.

[20 U.S.C.§1412(a)(9); 34 C.F.R. §§300.124; 300.321(f); 300.323(b); 34 C.F. R. §303.211; COMAR 13A.05.01.07A(8); COMAR 13A.05.01.08(2); 13A.13.01.09; State Performance Plan Indicator 12]

Areas Impacted by Student’s Suspected Disability

Identify the academic, functional, developmental, physical, sensory, social, or behavioral issues that prompted school personnel or the parent to refer the student for an initial assessment.

[34 C.F.R. §300.321(a)COMAR 13A.05.01.04-.06;COMAR 13A.05.01.09A(1)(a)]

Discussion to Support Decision (optional)

If it is the intent of a public agency use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for the IEP team to document its decision(s) relative to the areas affected by the student’s disability that requires special education services. Refer to local public agency policies and procedures.

Determinant Factors

In accordance with 20 U.S.C. §1414(b)(5) a student may not be identified as a student with a disability if an IEP team determines the lack of educational performance is the result of:

- A lack of instruction in reading, including the essential components of reading instruction, including explicit and systematic instruction in:
 - Phonemic awareness,
 - Phonics,
 - Vocabulary development,
 - Reading fluency and oral reading skill, and
 - Reading comprehension strategies;
- A lack of instruction in math; or
- Limited English Proficiency (LEP); and
- The student does not otherwise meet the criteria specified in 34 CFR §300.8

[20 U.S.C. §1414(b)(5); 34 C.F.R. §300.306(b); Analysis of Comments pg. 46646; COMAR 13A.05.01.06C(3)]

**Specialized
Instruction
and
Related
Services**

Indicate:

YES – If the IEP team determines the student is a student with a disability requiring the provision of special education; or

NO – If the IEP team determines the student is NOT a student with a disability requiring the provision of special education services.

[34 C.F.R. §300.306(c)]

Initial Eligibility (Prior to Age 3)

Page 2 of the Statewide IEP form and format is ONLY for use for children under the age of 3 AND receiving early intervention from a local Infants and Toddlers Program

Under Maryland's Early Childhood Intervention and Education Service Model, the Part B eligibility determination outcomes are:

1. Children who are determined **not eligible** for Part B preschool special education and related services; and
2. Children who are determined **eligible** for Part B preschool special education and related services and will receive early intervention services under an IFSP; and
3. Children who are determined **eligible** for Part B preschool special education and related services and will receive special education and related services under an IEP.

Prior to receiving services under Part B of IDEA or services through an Extended IFSP, an Individualized Education Program (IEP) team must determine whether a child is a child with a disability or developmental delay who requires special education and related services, in accordance with Code of Maryland Regulations (COMAR) 13A.05.01.06B. This is referred to as the eligibility determination. To make this eligibility determination, the local school system or public agency is required to assess and evaluate the child within 60 calendar days of the parent's consent to evaluate the child.

To conduct an evaluation, the local school system or public agency must first conduct an assessment. In accordance with COMAR 13A.05.01.03B(3), an assessment is the process of collecting data to be used by the IEP team to determine a student's need for special education and related services. Following an assessment, it is the responsibility of the child's IEP team to conduct the evaluation. In accordance with COMAR 13A.05.01.03B(25), an evaluation is the process of an IEP team and other qualified professionals, as appropriate, meeting to review information from the child's parent, existing data, results of assessment procedures used to determine whether a child has a disability, and the nature and extent of the special education and related services that the child needs.

<p>Eligibility as a Student with a Disability</p>	<p>Indicate:</p> <p>YES – If IEP team determines the student is a student with a disability requiring the provision of special education services;</p> <p>NO – If the IEP team determines the student is NOT a student with a disability requiring the provision of special education services.</p> <p>[34 C.F.R. §300.306(c)]</p>
<p>Indicate Primary Disability</p>	<p>Although it is possible that a student may have more than one disability, enter the disability most indicative of the student’s primary disability. A student evaluated and determined by an IEP team to be a student with a disability or a student with a developmental delay, who, because of the disability requires special education and related services as listed below:</p> <ul style="list-style-type: none"> • Autism, • Deaf-blindness, • Deafness, • Developmental delay, for students three through seven,¹ • Emotional disability, • Hearing impairment, • Intellectual disability, • Multiple disabilities,² • Orthopedic impairment, • Other health impairment, • Specific learning disability, • Speech or language impairment, • Traumatic brain injury, or • Visual impairment, including blindness <p>NOTE:</p> <p>¹Please refer to local policies, procedures, and practices relative to students with a developmental delay.</p> <p>² 1. Specify each disability from any of the three categories of disabling conditions the student’s IEP team identifies as concomitant that causes such severe educational problems that the student cannot be accommodated in special education instructional services solely for one of the impairments.</p> <ul style="list-style-type: none"> •Cognitive includes: Autism, Emotional Disability, Intellectual Disability, Specific Learning Disability, Speech or Language Impairment, and Traumatic Brain Injury.

- Sensory includes:** Deaf-Blindness, Deafness, Hearing Impairment, and Visual Impairment including Blindness.
- Physical includes:** Orthopedic Impairment, and Other Health Impairment.

2. Concomitant means happening or existing along with or at the same time as something else.
3. A student is not required to be identified as a student with an intellectual disability as one of the disabilities.

[34 C.F.R. §300.300.8]

Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team’s decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Date of Parent Consent for Initial Evaluation

A public agency must obtain written parental consent before conducting assessment procedures, if additional data is needed to determine the student’s initial eligibility for special education services under IDEA. An IEP team must complete an initial evaluation to determine the student’s eligibility for services as a student with a disability within 60 (calendar) days of receiving parental consent.

NOTE:

Identify the date of parental consent and compare that date to the date of the IEP team's determination of the student's eligibility for services. There should be no more than 60 calendar days between the two dates. If the date of the IEP team meeting to determine the student's eligibility for initial services under IDEA exceeds 60 calendar days from the date of parental consent to conduct assessments, the IEP is required to provide an explanation for the delay that resulted in noncompliance. Refer to Reasons for Delay.

- If a student is a ward of the State and not residing with a parent, reasonable efforts shall be made to obtain parental consent (does not include a student with a foster parent). Parent consent is not required if the parent cannot be found, parental rights have been terminated, or a judge has appointed an individual with educational authority. As a ward of the State, the student may require the appointment of a parent surrogate.

[34 C.F.R. §300.300COMAR 13A.05.01.06]

Date of Initial Evaluation

A student with a suspected disability who may need special education shall be referred, in writing, by a parent of a student or a public agency to an IEP team. The written referral begins an overall 90-day timeline for completion of the initial evaluation. Within this timeframe the student's initial evaluation must be completed within 60 calendar days of parental consent to conduct assessments.

[34 C.F.R. §300.300COMAR 13A.05.01.06A]

Date of Parent Consent – Continue Early Intervention Services through an IFSP at age 3

Before the age of three, if a child with a current IFSP is determined eligible for special education and related services, the child's family may choose for their child:

- The Maryland Extended IFSP Option – The child and family would continue to receive early intervention services with an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills through an IFSP until the beginning of the school year following the child's fourth birthday; or
- Special education preschool services through an Individualized Education Program (IEP) as a student with a disability.

Date of Initial IEP Development

Complete only if the child is determined **eligible** for Part B preschool special education and related services and the child's family chose for their child to receive special education and related services through an IEP.

**Date of Parent
Consent
for
Initiation of Services**

The IEP must be developed within 30 days of the date the student is determined eligible and in need of specialized instruction under IDEA.

[34 C.F.R. §300.323(c); COMAR 13A.05.01.08A(1)]

Complete only if the child is determined eligible for Part B preschool special education and related services and the child's family chose for their child to receive special education and related services through an IEP.

An IEP team shall obtain written parental consent before the initial provision of special education and related services to the student. (Statewide IEP, pg 21, "Consent for Initiation of Services")

[34 C.F.R. §300.300(b); COMAR 13A.05.01.13B(1)]

NOTE:

IDEA prohibits a public agency from providing special education and related services to the student if the parents fail to respond or do not provide consent to initiate services. The IDEA gives parents the ultimate choice as to whether their student should receive special education and related services. IDEA relieves public agencies of any potential liability for failure to convene an IEP team meeting or for failure to provide the special education and related services for which consent was requested but withheld. Beyond consent for initiation of services, parental consent for services is not required.

[34 C.F.R. §300.300(b)(4); COMAR 13A.05.01.13B(2)-(5)]

**Date of
Initial IEP
in Effect**

Complete only if the child is determined eligible for Part B preschool special education and related services and the child's family chose for their child to receive special education and related services through an IEP.

A public agency shall ensure that an IEP is in effect before special education and related services are provided to the student with a disability within its jurisdiction.

A public agency shall have an IEP in effect for a student with a disability at the beginning of a school year. A public agency shall implement the student's IEP as soon as possible after the meeting where the IEP is developed or revised. Exceptions include:

- When the meeting occurs during the summer or a vacation period;

- When there are circumstances that require a short delay, such as arranging for the provision of transportation.

NOTE:

If the student's IEP is in effect **AFTER** the student's third birthday, the IEP team is required to explain **WHY** the effective date of the student IEP violates federal and State requirements.

Each public agency, as applicable, will participate in transition planning conferences arranged by the designated local Infants and Toddlers Program.

[34 C.F.R. §300.124; COMAR 13A.05.01.08A(2)]

NOTE:

Incarcerated in an adult correctional facility includes a student, 6-21 years old, who receives special education in State or local correctional facilities, including:

- Short-term detention facilities (community-based or residential), or
- Correctional facilities.

**Transition from
Infants and Toddlers
(Part C)
to Preschool (Part B)**

Indicate:

YES – If the student is a toddler, between 30 – 36 months of age, transitioning from Part C to Part B as a student with a disability or developmental delay.

NO – For all other students.

Each local school system shall convene an IEP team meeting to determine if a student in transition from a Local Infants and Toddlers program (LITP) has a disability that requires the provision of special education and related services.

NOTE:

- If the child is determined eligible for preschool special education services and the child's family **does not** choose the Extended IFSP Option, the child will be referred to the local school system IEP team for the development of an IEP to address the child's special education and related services needs.
- For children exiting Part C at age three who are determined to be eligible for Part B services, and the child's family **does not** choose

the Extended IFSP Option, an IEP must be developed and in effect on or before the student's third birthday.

- If the IEP team meeting occurred after the student's third birthday, the IEP team must document the reason for the delay.
- The date of the initial IEP development and the date of the initial IEP is in effect may be the same or different, but in no case beyond the date of the student's third birthday, unless good cause for the delay is documented. Refer to Reason for Delay.

Therefore all steps in the process – eligibility determination, and if found eligible, development of the IEP, and parental consent for initiation of services – must be completed prior to the actual date the child turns three years of age.

Reason(s) for Delay of Initial Evaluation

Select one of the following, if applicable:

- Eligibility not determined due to withdrawal of consent, moved from district, child unavailable as a result of chronic condition or illness;
- Initial Evaluation prior to age 3:
 - Parent repeatedly failed or refused to make the child available
 - Parent refusal to provide consent caused delay in evaluation or initial services
 - Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement
 - School /Facility Closure
 - Inclement weather
 - Other:
 - Staffing issues
 - Paperwork error
 - Inconclusive testing results
 - Other, please specify:

NOTE:

The IEP team must document the reason for delay when:

- The student transitioning from Part C to Part B's IEP is **NOT** developed **AND** in effect on or before the student's third birthday. [State Performance Plan Indicator 12]

School Closure

NOTE:

School Closure is applicable only in the event that the school is closed for an entire day or part of a day for unanticipated reasons such as, but not limited to, power outage, water outage, natural disaster, or other exceptional circumstance, as determined necessary by the local school system or public agency. In the event of such a closure, the school is expected to facilitate and maintain communication with the parent to reschedule the meeting at a mutually agreeable time for the parent and school. If this rescheduled meeting occurs beyond the required timeline, the IEP team is to document that the parent was notified of the:

- Local school system's/Public agency's need to reschedule the meeting beyond a compliance timeline as a result of the unexpected school closure; and
- Any compliance timeline standards.

It is advised that all meetings be initially scheduled well within established timelines to allow for the possibility of an unexpected need to reschedule a meeting.

Inclement Weather**NOTE:**

Inclement Weather is applicable only in the event that the school is closed for an entire day, delays the opening of school, or dismisses school early as a result of severe weather, as determined necessary by the local school system or public agency. In the event of school being closed, delayed opening or early dismissal, the school is expected to facilitate and maintain communication with the parent to reschedule the meeting at a mutually agreeable time for the parent and school. If this rescheduled meeting occurs beyond the required timeline, the IEP team is to document that the parent was notified of the:

- Local school system's/Public agency's need to reschedule the meeting beyond a compliance timeline as a result of the unexpected delay in opening school or the early dismissal; and
- Any compliance timeline standards.

It is advised that all meetings be initially scheduled well within established timelines to allow for the possibility of an unexpected need to reschedule a meeting.

Two Applicable Scenarios Initial Eligibility PRIOR to Age 3

1. Student is transitioning from C to B and getting an IEP at age 3 (Fill out left hand column)
 1. Choose "Yes" to "Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?"
 2. Green dates should be filled in.
 3. Red dates **should not** be filled in.
 4. Reason for delay required if "Date of initial evaluation" > "Third Birthday"

Initial Eligibility (Prior to Age 3)

Child is eligible for preschool special education and related services through an IEP. Yes No

Indicate primary disability

<input type="radio"/> AUTISM	<input type="radio"/> HEARING IMPAIRMENT	<input type="radio"/> SPEECH OR LANGUAGE IMPAIRMENT
<input type="radio"/> DEAF	<input type="radio"/> INTELLECTUAL DISABILITY	<input type="radio"/> TRAUMATIC BRAIN INJURY
<input type="radio"/> DEAF - BLINDNESS	<input type="radio"/> ORTHOPEDIC IMPAIRMENT	<input type="radio"/> VISUAL IMPAIRMENT
<input type="radio"/> DEVELOPMENTAL DELAY	<input type="radio"/> OTHER HEALTH IMPAIRMENT	<input type="radio"/> MULTIPLE DISABILITIES
<input type="radio"/> EMOTIONAL DISTURBANCE	<input type="radio"/> SPECIFIC LEARNING DISABILITY	<input type="radio"/> Cognitive (specify) _____
		<input type="radio"/> Sensory (specify) _____
		<input type="radio"/> Physical (specify) _____

Document basis for decision(s): _____

Date of parent consent for initial evaluation: (MM•DD•YYYY)

Date of initial evaluation: (MM•DD•YYYY)

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3. (MM•DD•YYYY)

Date of initial IEP development: (MM•DD•YYYY)

Date of parent consent for initiation of services: (MM•DD•YYYY)

Date initial IEP is in effect: (MM•DD•YYYY)

Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP? YES NO

Reason(s) for delay: Transition C to B

Eligibility not determined due to withdrawal of consent, moved from district, child unavailable as a result of chronic condition or illness.

Initial evaluation prior to age 3

If evaluation for child prior to age 3 was delayed, indicate reason(s) for delay:

Parent repeatedly failed or refused to make the child available

Parent refusal to provide consent caused delay in evaluation or initial services

Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement

School/facility closure

Other:

Inclement weather Staffing issues

Paperwork error Other, please specify: _____

Inconclusive testing results

Should be Yes

Required

2. Student was in Part C, found eligible for B, and is Continuing Early Intervention Services through an IFSP at age 3

1. Choose "No" to "Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?"
2. Green dates should be filled in.
3. Red dates **should not** be filled in.
4. Reason for delay **should not** be filled in because eligibility determination must be made by age 3 and no later for child to take part in Extended Part C Option.
5. This child is Eligibility 6. The rest of the IEP would not need to be filled out.

Initial Eligibility (Prior to Age 3)

Child is eligible for preschool special education and related services through an IEP. Yes No

Indicate primary disability

<input type="radio"/> AUTISM	<input type="radio"/> HEARING IMPAIRMENT	<input type="radio"/> SPEECH OR LANGUAGE IMPAIRMENT
<input type="radio"/> DEAF	<input type="radio"/> INTELLECTUAL DISABILITY	<input type="radio"/> TRAUMATIC BRAIN INJURY
<input type="radio"/> DEAF - BLINDNESS	<input type="radio"/> ORTHOPEDIC IMPAIRMENT	<input type="radio"/> VISUAL IMPAIRMENT
<input type="radio"/> DEVELOPMENTAL DELAY	<input type="radio"/> OTHER HEALTH IMPAIRMENT	<input type="radio"/> MULTIPLE DISABILITIES
<input type="radio"/> EMOTIONAL DISTURBANCE	<input type="radio"/> SPECIFIC LEARNING DISABILITY	<input type="radio"/> Cognitive (specify) _____
		<input type="radio"/> Sensory (specify) _____
		<input type="radio"/> Physical (specify) _____

Document basis for decision(s): _____

Date of parent consent for initial evaluation: (MM-DD-YYYY)

Date of initial evaluation: (MM-DD-YYYY)

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3. (MM-DD-YYYY)

Date of initial IEP development: (MM-DD-YYYY)

Date of parent consent for initiation of services: (MM-DD-YYYY)

Date initial IEP is in effect: (MM-DD-YYYY)

Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP? YES NO

Reason(s) for delay: Transition C to B

Eligibility not determined due to withdrawal of consent, moved from district, child unavailable as a result of chronic condition or illness.

Initial evaluation prior to age 3

If evaluation for child prior to age 3 was delayed, indicate reason(s) for delay:

Parent repeatedly failed or refused to make the child available

Parent refusal to provide consent caused delay in evaluation or initial services

Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement

School/facility closure

Other:

Inclement weather Staffing issues

Paperwork error Other, please specify: _____

Inconclusive testing results

Should be Yes

Required

Reason(s) for Delay of IEP in Effect by Age 3

Select one of the following, if applicable:

- Eligibility not determined due to withdrawal of consent, moved from district, child unavailable as a result of chronic condition or illness;
- Initial IEP in effect by age 3:
- If IEP not in effect by age 3, indicate reason for delay:
 - Parent repeatedly failed or refused to make the child available
 - Parent refusal to provide consent caused delay in evaluation or initial services
 - Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement
 - School /Facility Closure
 - Inclement weather
 - Other:
 - Staffing issues
 - Paperwork error
 - Inconclusive testing results
 - Other, please specify:

NOTE:

The IEP team must document the reason for delay when:

- The student transitioning from Part C to Part B's IEP is **NOT** developed **AND** in effect on or before the student's third birthday. [State Performance Plan Indicator 12]

School Closure

NOTE:

School Closure is applicable only in the event that the school is closed for an entire day or part of a day for unanticipated reasons such as, but not limited to, power outage, water outage, natural disaster, or other exceptional circumstance, as determined necessary by the local school system or public agency. In the event of such a closure, the school is expected to facilitate and maintain communication with the parent to reschedule the meeting at a mutually agreeable time for the parent and school. If this rescheduled meeting occurs beyond the required timeline, the IEP team is to document that the parent was notified of the:

- Local school system's/Public agency's need to

- reschedule the meeting beyond a compliance timeline as a result of the unexpected school closure; and
- Any compliance timeline standards.

It is advised that all meetings be initially scheduled well within established timelines to allow for the possibility of an unexpected need to reschedule a meeting.

Inclement Weather

NOTE:

Inclement Weather is applicable only in the event that the school is closed for an entire day, delays the opening of school, or dismisses school early as a result of severe weather, as determined necessary by the local school system or public agency. In the event of school being closed, delayed opening or early dismissal, the school is expected to facilitate and maintain communication with the parent to reschedule the meeting at a mutually agreeable time for the parent and school. If this rescheduled meeting occurs beyond the required timeline, the IEP team is to document that the parent was notified of the:

- Local school system's/Public agency's need to reschedule the meeting beyond a compliance timeline as a result of the unexpected delay in opening school or the early dismissal; and
- Any compliance timeline standards.

It is advised that all meetings be initially scheduled well within established timelines to allow for the possibility of an unexpected need to reschedule a meeting.

Initial Eligibility (Student Ages 3-21)

Page 3 of the Statewide IEP form and format is to be used for:

- Child transitioning from a local Infants and Toddlers Program **ON** or **AFTER** the child's third birthday; and
- Students ages three (3) through 21 **NOT** transitioning from a local Infants and Toddlers Program.

Eligibility | Indicate:
as a YES – If IEP team determines the student is a student with a

Student with a Disability disability requiring the provision of special education services;
NO – If the IEP team determines the student is NOT a student with a disability requiring the provision of special education services.

[34 C.F.R. §300.306(c)]

Indicate Primary Disability Although it is possible that a student may have more than one disability, enter the disability most indicative of the student's primary disability. A student evaluated and determined by an IEP team to be a student with a disability or a student with a developmental delay, who, because of the disability requires special education and related services as listed below:

- Autism,
- Deaf-blindness,
- Deafness,
- Developmental delay, for students three through seven,¹
- Emotional disability,
- Hearing impairment,
- Intellectual disability,
- Multiple disabilities,²
- Orthopedic impairment,
- Other health impairment,
- Specific learning disability,
- Speech or language impairment,
- Traumatic brain injury, or
- Visual impairment, including blindness

NOTE:

¹Please refer to local policies, procedures, and practices relative to students with a developmental delay.

² 1. Specify **each** disability from any of the three categories of disabling conditions the student's IEP team identifies as concomitant that causes such severe educational problems that the student cannot be accommodated in special education instructional services solely for one of the impairments.

- Cognitive includes:** Autism, Emotional Disability, Intellectual Disability, Specific Learning Disability, Speech or Language Impairment, and Traumatic Brain Injury.
- Sensory includes:** Deaf-Blindness, Deafness, Hearing Impairment, and Visual Impairment including Blindness.
- Physical includes:** Orthopedic Impairment, and Other

Health Impairment.

2. Concomitant means happening or existing along with or at the same time as something else.
3. A student is not required to be identified as a student with an intellectual disability as one of the disabilities.

[34 C.F.R. §300.300.8]

**Document
Basis for Decision(s)
(required)**

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

**Date of Parent Consent
for Initial Evaluation**

A public agency must obtain written parental consent before conducting assessment procedures, if additional data is needed to determine the student's initial eligibility for special education services under IDEA. An IEP team must complete an initial evaluation to determine the student's eligibility for services as a student with a disability within 60 (calendar) days of receiving parental consent.

NOTE: Identify the date of parental consent and compare that date to the date of the IEP team's determination of the student's eligibility for services. There should be no more than 60 calendar days between the two dates. If the date of the IEP team meeting to determine the student's eligibility for initial services under IDEA exceeds 60 calendar days from the date of parental consent to conduct assessments, the IEP is required to provide an explanation for the delay that resulted in noncompliance. Refer to Reasons for Delay.

- If a student is a ward of the State and not residing with a parent, reasonable efforts shall be made to obtain parental consent (does not include a student with a foster parent). Parent consent is not required if the parent cannot be found, parental rights have been terminated, or a judge has appointed an individual with educational authority. As a ward of the State, the student may require the appointment of a parent surrogate.

[34 C.F.R. §300.300COMAR 13A.05.01.06]

Date of Initial Evaluation

A student with a suspected disability who may need special education shall be referred, in writing, by a parent of a student or a public agency to an IEP team. The written referral begins an overall 90-day timeline for completion of the initial evaluation. Within this timeframe the student's initial evaluation must be completed within 60 calendar days of parental consent to conduct assessments.

[34 C.F.R. §300.300COMAR 13A.05.01.06A]

Reason(s) for Delay of Initial Evaluation

The student's initial evaluation is required to occur within 60 days of the date of parental consent for evaluation [State Performance Plan Indicator 11]. If there is a delay in meeting this required compliance timeline, the IEP team must document the reason for the delay.

Select one of the following, if applicable:

- Eligibility not determined due to withdrawal, i.e., transfer, dropout, parent withdrew consent.
- Initial evaluation for student, ages 3-21
 - Parent repeatedly failed or refused to make the child available
 - Student is enrolled after 60-day timeframe began and prior to determination by LSS. Receiving LSS made sufficient progress to complete the evaluation and parent and LSS agreed to a specific time to complete the evaluation (All

conditions must be met)

- Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement
- School/Facility Closure
- Inclement weather
- Other:
 - Child not available (not parent failure)/child refusal
 - Paperwork error
 - Staffing issues
 - Inconclusive testing results
 - Other, please specify: _____

School Closure

NOTE:

School Closure is applicable only in the event that the school is closed for an entire day or part of a day for unanticipated reasons such as, but not limited to, power outage, water outage, natural disaster, or other exceptional circumstance, as determined necessary by the local school system or public agency. In the event of such a closure, the school is expected to facilitate and maintain communication with the parent to reschedule the meeting at a mutually agreeable time for the parent and school. If this rescheduled meeting occurs beyond the required timeline, the IEP team is to document that the parent was notified of the:

- Local school system's/Public agency's need to reschedule the meeting beyond a compliance timeline as a result of the unexpected school closure; and
- Any compliance timeline standards.

It is advised that all meetings be initially scheduled well within established timelines to allow for the possibility of an unexpected need to reschedule a meeting.

Inclement Weather

NOTE:

Inclement Weather is applicable only in the event that the school is closed for an entire day, delays the opening of school, or dismisses school early as a result of severe weather, as determined necessary by the local school system or public agency. In the event of school being closed, delayed opening or early dismissal, the school is expected to facilitate and maintain communication with the parent to reschedule the meeting at a mutually agreeable time for the parent

and school. If this rescheduled meeting occurs beyond the required timeline, the IEP team is to document that the parent was notified of the:

- Local school system's/Public agency's need to reschedule the meeting beyond a compliance timeline as a result of the unexpected delay in opening school or the early dismissal; and
- Any compliance timeline standards.

It is advised that all meetings be initially scheduled well within established timelines to allow for the possibility of an unexpected need to reschedule a meeting.

Date of Parent Consent Continue Early Intervention Services through an IFSP at Age 3

ON a child's third birthday or **AFTER, IF** Initial evaluation was delayed, a child with a current IFSP is determined eligible for special education and related services, **AND** the family chose for their child to continue to receive early intervention services through an IFSP.

Date Local School System was Notified of Parent Decision to Request Services through an IEP

Enter date local school system was notified of the family's choice for their child to receive Part B special education and related services through an IEP.

Date Extended IFSP Services Ended

Enter date a child's Extended IFSP Services ended. Complete **ONLY** when a child's Extended IFSP Services end.

Date of Initial IEP Development

The IEP must be developed within 30 days of the date the student is determined eligible and in need of specialized instruction under IDEA.

[34 C.F.R. §300.323(c); COMAR 13A.05.01.08A(1)]

**Date of Parent Consent
for
Initiation of Services**

An IEP team shall obtain written parental consent before the initial provision of special education and related services to the student. (Statewide IEP, pg 26, "Consent for Initiation of Services")

[34 C.F.R. §300.300(b); COMAR 13A.05.01.13B(1)]

NOTE:

IDEA prohibits a public agency from providing special education and related services to the student if the parents fail to respond or do not provide consent to initiate services. The IDEA gives parents the ultimate choice as to whether their student should receive special education and related services. IDEA relieves public agencies of any potential liability for failure to convene an IEP team meeting or for failure to provide the special education and related services for which consent was requested but withheld. Beyond consent for initiation of services, parental consent for services is not required.

[34 C.F.R. §300.300(b)(4); COMAR 13A.05.01.13B(2)-(5)]

**Date of
Initial IEP
in Effect**

A public agency shall ensure that an IEP is in effect before special education and related services are provided to the student with a disability within its jurisdiction.

A public agency shall have an IEP in effect for a student with a disability at the beginning of a school year. A public agency shall implement the student's IEP as soon as possible after the meeting where the IEP is developed or revised. Exceptions include:

- When the meeting occurs during the summer or a vacation period;
- When there are circumstances that require a short delay, such as arranging for the provision of transportation.

NOTE:

If the student's IEP is in effect **AFTER** the student's third birthday, the IEP team is required to explain **WHY** the effective date of the student IEP violates federal and State requirements.

Each public agency, as applicable, will participate in transition planning conferences arranged by the designated local Infants and Toddlers Program.

[34 C.F.R. §300.124; COMAR 13A.05.01.08A(2)]

Transition from Infants and Toddlers (Part C) to Preschool (Part B)

NOTE:

Incarcerated in an adult correctional facility includes a student, 6-21 years old, who receives special education in State or local correctional facilities, including:

- Short-term detention facilities (community-based or residential), or
- Correctional facilities.

Indicate:

YES – If the student is a toddler, between 30 – 36 months of age, transitioning from Part C to Part B as a student with a disability or developmental delay.

NO – For all other students.

Each local school system shall convene an IEP team meeting to determine if a student in transition from a Local Infants and Toddlers program (LITP) has a disability that requires the provision of special education and related services.

NOTE:

- If the child is determined eligible for preschool special education services and the child's family **does not** choose the Extended IFSP Option, the child will be referred to the local school system IEP team for the development of an IEP to address the child's special education and related services needs.
- For children exiting Part C at age three who are determined to be eligible for Part B services, an IEP must be developed and in effect on or before the student's third birthday.
- If the IEP team meeting occurred after the student's third birthday, the IEP team must document the reason for the delay.
- The date of the initial IEP development and the date of the initial IEP is in effect may be the same or different, but in no case beyond the date of the student's third birthday, unless good cause for the delay is documented. Refer to Reason for Delay.

Therefore, all steps in the process – eligibility determination, and if found eligible, development of the IEP, and parental consent for initiation of services – must be completed prior to the actual date the child turns three years of age.

If the parent fails to respond or refuses consent to the initial provision of special education and related services, the public agency shall not provide special education and related services to the student and will not be considered in violation of the requirement to make FAPE available in accordance with 34CFR§300.

Two Scenarios for Initial Eligibility, Age 3-21

1. Student Received Services through an Extended IFSP and is Transitioning to Part B after Age 3 and Prior to Kindergarten Age

1. Choose "Yes" to "Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?"
2. Yellow dates should match the dates that were filled in when the child entered Extended Part C Option and had Initial Eligibility (Prior to Age 3) information entered.
3. Green dates should be filled in.
4. Red dates **should not** be filled in.
5. Reason for delay **should not** be filled in because eligibility determination must be made by age 3 and no later for child to take part in Extended Part C Option.

Initial Eligibility (Student Ages 3-21)

Child is eligible as a student with a disability for special education and related services. Yes No

Indicate primary disability

<input type="radio"/> AUTISM	<input type="radio"/> HEARING IMPAIRMENT	<input type="radio"/> SPEECH OR LANGUAGE IMPAIRMENT
<input type="radio"/> DEAF	<input type="radio"/> INTELLECTUAL DISABILITY	<input type="radio"/> TRAUMATIC BRAIN INJURY
<input type="radio"/> DEAF - BLINDNESS	<input type="radio"/> ORTHOPEDIC IMPAIRMENT	<input type="radio"/> VISUAL IMPAIRMENT
<input type="radio"/> DEVELOPMENTAL DELAY	<input type="radio"/> OTHER HEALTH IMPAIRMENT	<input type="radio"/> MULTIPLE DISABILITIES
<input type="radio"/> EMOTIONAL DISTURBANCE	<input type="radio"/> SPECIFIC LEARNING DISABILITY	<input type="radio"/> Cognitive (specify) _____
		<input type="radio"/> Sensory (specify) _____
		<input type="radio"/> Physical (specify) _____

Document basis for decision(s): _____

Date of parent consent for initial evaluation: _____ (MM•DD•YYYY)

Date of initial evaluation: _____ (MM•DD•YYYY)

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3: _____ (MM•DD•YYYY)

Date local school system was notified of parent decision to request services through an IEP: _____ (MM•DD•YYYY)

Extended IFSP services ended at kindergarten age: _____ (MM•DD•YYYY)

Date of initial IEP development: _____ (MM•DD•YYYY)

Date of parent consent for initiation of services: _____ (MM•DD•YYYY)

Date initial IEP is in effect: _____ (MM•DD•YYYY)

Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP? YES NO

Reason(s) for delay: School Age (3-21)

Eligibility not determined due to withdrawal, i.e., transfer, dropout, parent withdrew consent.

Initial evaluation for student ages 3-21

If evaluation for student ages 3-21 was delayed, indicate reason(s) for delay:

Parent repeatedly failed or refused to make the child available

Student is enrolled after 60-day timeframe began and prior to determination by LSS. Receiving LSS made sufficient progress to complete the evaluation and parent and LSS agreed to a specific time to complete the evaluation (All conditions must be met)

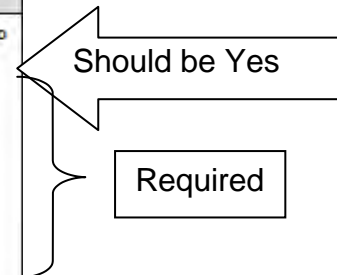
Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement

School/facility closure

Other: Inclement weather Child not available (not parent failure)/child refusal

Paperwork error Staffing issues

Inconclusive testing results Other, please specify: _____



2. Student's Initial Evaluation is After Third Birthday

1. Choose "No" to "Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?"
2. Green dates should be filled in.
3. Red dates **should not** be filled in.
4. Reason for delay required if ("Date of initial evaluation" – "Date of parent consent for initial evaluation:" > 60 days)

Initial Eligibility (Student Ages 3-21)	
Child is eligible as a student with a disability for special education and related services: <input checked="" type="radio"/> Yes <input type="radio"/> No	
Indicate primary disability	
<input type="radio"/> AUTISM	<input type="radio"/> HEARING IMPAIRMENT
<input type="radio"/> DEAF	<input type="radio"/> INTELLECTUAL DISABILITY
<input type="radio"/> DEAF - BLINDNESS	<input type="radio"/> ORTHOPEDIC IMPAIRMENT
<input type="radio"/> DEVELOPMENTAL DELAY	<input type="radio"/> OTHER HEALTH IMPAIRMENT
<input type="radio"/> EMOTIONAL DISTURBANCE	<input type="radio"/> SPECIFIC LEARNING DISABILITY
	<input type="radio"/> SPEECH OR LANGUAGE IMPAIRMENT
	<input type="radio"/> TRAUMATIC BRAIN INJURY
	<input type="radio"/> VISUAL IMPAIRMENT
	<input type="radio"/> MULTIPLE DISABILITIES
	<input type="radio"/> Cognitive (specify) _____
	<input type="radio"/> Sensory (specify) _____
	<input type="radio"/> Physical (specify) _____
Document basis for decision(s): _____	
Date of parent consent for initial evaluation:	<input type="text" value=""/> (MM-DD-YYYY)
Date of initial evaluation:	<input type="text" value=""/> (MM-DD-YYYY)
Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3:	<input type="text" value=""/> (MM-DD-YYYY)
Date local school system was notified of parent decision to request services through an IEP:	<input type="text" value=""/> (MM-DD-YYYY)
Extended IFSP services ended at kindergarten age:	<input type="text" value=""/> (MM-DD-YYYY)
Date of initial IEP development:	<input type="text" value=""/> (MM-DD-YYYY)
Date of parent consent for initiation of services:	<input type="text" value=""/> (MM-DD-YYYY)
Date initial IEP is in effect:	<input type="text" value=""/> (MM-DD-YYYY)
Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP? <input type="radio"/> YES <input checked="" type="radio"/> NO	
Reason(s) for delay: School Age (3-21)	
<input type="radio"/> Eligibility not determined due to withdrawal, i.e., transfer, dropout, parent withdrew consent.	
<input type="radio"/> Initial evaluation for student ages 3-21	
If evaluation for student ages 3-21 was delayed, indicate reason(s) for delay:	
<input type="radio"/> Parent repeatedly failed or refused to make the child available	
<input type="radio"/> Student is enrolled after 60-day timeframe began and prior to determination by LSS. Receiving LSS made sufficient progress to complete the evaluation and parent and LSS agreed to a specific time to complete the evaluation (All conditions must be met)	
<input type="radio"/> Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement	
<input type="radio"/> School/facility closure	
<input type="radio"/> Other: <input type="radio"/> Inclement weather <input type="radio"/> Child not available (not parent failure)/child refusal	
<input type="radio"/> Paperwork error <input type="radio"/> Staffing issues	
<input type="radio"/> Inconclusive testing results <input type="radio"/> Other, please specify: _____	

Should be Yes

Required

Continued Eligibility Data (Reevaluation)

In accordance with 20 U.S.C. §1414(a)(2)(B) a reevaluation shall occur:

- Not more frequently than once a year, unless the parent and public agency agree otherwise; and
- At least once every three years, unless the parent and public agency agree that a reevaluation is not necessary.

The IEP team shall review existing assessment data. On the basis of the review, and input from the student's parents, the IEP team shall identify what additional data, if any, is needed, to determine:

- Whether the student continues to be a student with a disability;
- The educational needs of the student;
- The present levels of academic achievement and related developmental needs of the student;
- Whether additions or modifications to special education and related services are needed to enable the student to meet the measurable annual goals in the student's IEP and to participate in the general curriculum; and
- Whether the student continues to need special education and related services.

If the IEP team determines the need for additional data, the public agency shall conduct assessment procedures. The results of assessment procedures shall be used by the IEP team in reviewing, and, as appropriate, revising the student's IEP within 90 days of the meeting when the IEP team determined the need for additional data.

The IEP team shall provide the parents with prior written notice if the IEP team determines that no additional data is needed to determine:

- Whether the student with a disability continues to be a student with a disability; and
- The student's educational needs.

A public agency shall conduct assessment procedures before determining the student is no longer a student with a disability. A public agency is not required to conduct assessment procedures:

- Unless requested to do so by the student's parent; or
- Before the termination of the student's eligibility due to:
 - o Graduation from a secondary school with a Maryland High School Diploma (the same diploma nondisabled peers receive); or
 - o Exceeding the age of eligibility (21) for FAPE.

A public agency shall consolidate a reevaluation meeting with other IEP team meetings for a student with a disability to the extent possible. An IEP team shall complete a reevaluation

involving new assessment data within 90 (calendar) days of the date the IEP team determined new data was needed in order to determine the student's continued eligibility for special education services.

[34 C.F.R. §§300.300(c)-(d); 300.303; 300.305COMAR 13A.05.01.06E]

NOTE:

Compare the date when the reevaluation process began to the date the IEP team reviewed existing data to determine whether the student continues to be eligible for special education services in accordance with IDEA. After initial consent for the initiation of special education services, parental consent is not required for the continuation of special education services.

Areas Identified for Reevaluation	<p>The IEP team reviews existing data and identifies what additional data, if any, is needed, to determine:</p> <ul style="list-style-type: none"> • Whether the student continues to be a student with a disability; • The present levels of educational performance; and • Whether modifications to special education and related services are needed.
Discussion to Support Decision (optional)	<p>This text field is available for the student's IEP team to provide additional information relative to the areas affected by the student's disability that require special education services. If an IEP team intends to use the student's IEP to satisfy the requirements for PWN, this text field provides space for that purpose.</p>
Evaluation Date	<p>This is the most recent date on which the IEP team completed a full and comprehensive review of data to determine the student's continued need for special education and related services.</p> <p>[34 C.F.R. §300.305(a); COMAR 13A.05.01.06.)E(2)]</p>
Continued Eligibility	<p>NOTE: Reevaluation DOES NOT REQUIRE new assessment(s) unless the IEP team believes additional data is necessary.</p> <p>The student's IEP team must document whether the student continues to be a student with a disability.</p> <p>Indicate:</p> <p>YES – if the IEP team determines the student continues to be a student with a disability</p> <p>NO – if the IEP team determines the student no longer requires the</p>

provision of special education and related services in order to receive a FAPE.

NOTE:

- Identify and compare the date of the previous eligibility determination to the date of the current eligibility determination to ensure a reevaluation occurred at least once every three years, unless the parent and the public agency have agreed and documented that a reevaluation was not necessary.
- Reevaluation does not necessarily require the administration of new assessment procedures. It is the responsibility of the student's IEP team to document the need for additional data.

Additions or Modifications to Special Education and Related Services

Respond **YES** or **NO** to the IEP team's consideration of any additions or modifications to special education and related services needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

[34 C.F.R. §300.305(a)]

Eligibility

Indicate:

YES – if the IEP team determines the student continues to be a student with a disability who requires special education and related services.

NO – if the IEP team determines the student no longer requires the provision of special education and related services as a student with a disability.

NOTE:

If **NO** is marked, complete the portion of "*Student Information*" entitled "*Exit Information*" by identifying the appropriate exit category.

Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the

reason the options were rejected;

- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Primary Disability

Although it is possible that a student may have more than one disability, enter the disability that is most indicative of the student's primary disability. A student evaluated and determined by an IEP team to be a student with a disability or a student with a developmental delay, who, because of the disability requires special education and related services under IDEA as listed below.

- Autism,
- Deaf-blindness,
- Deafness,
- Developmental Delay, students three through seven.¹
- Emotional disability,
- Hearing impairment,
- Intellectual disability,
- Multiple disabilities²
- Orthopedic impairment,
- Other health impairment,
- Specific learning disability,
- Speech or language impairment,
- Traumatic brain injury, or
- Visual impairment, including blindness

NOTE:

¹Please refer to local policies, procedures, and practices relative to students with a developmental delay.

² 1. Specify **each** disability from any of the three categories of disabling conditions the student's IEP team identifies as concomitant that causes such severe educational problems that the student cannot be accommodated in special education instructional services solely for one of the impairments.

- **Cognitive includes:** Autism, Emotional Disability, Intellectual

Disability, Specific Learning Disability, Speech or Language Impairment, and Traumatic Brain Injury.

- **Sensory includes:** Deaf-Blindness, Deafness, Hearing Impairment, and Visual Impairment including Blindness.
- **Physical includes:** Orthopedic Impairment, and Other Health Impairment.

2. Concomitant means happening or existing along with or at the same time as something else.

3. A student is **not** required to be identified as a student with an intellectual disability as one of the disabilities.

[34 C.F.R §300.8; COMAR13A.05.01.06C(1)-(2)]

STUDENT PARTICIPATION ON DISTRICT / STATEWIDE ASSESSMENTS AND GRADUATION INFORMATION

GRADUATION

Each principal shall inform all students and their parents or guardians annually at a minimum of the following:

- Maryland's graduation requirements;
- The student's progress on fulfilling the credit, Maryland High School Assessment, service, and applicable IEP requirements for graduation;
- The results of each Maryland High School Assessment taken by the student;
- A plan for appropriate assistance, if applicable; and
- The Department's schedule for Maryland High School Assessments (HSA), and Partnership for Assessment of Readiness for College and Careers (PARCC) [COMAR 13A.03.02.12C].

Maryland High School Diploma

Students pursuing a Maryland High School Diploma shall complete the requirements for graduation, including enrollment, credits, services, additional local requirements, if applicable, and assessments. [COMAR 13A.03.02.09B]

Maryland High School Certificate of Program Completion

This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet the following standards:

- The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, including but not limited to:
 - o Gainful employment;
 - o Post-secondary education and training;
 - o Supported Employment; and
 - o Other services integrated in the community; or
- The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 by the end of the student's current school year. [COMAR 13A.03.02.09D]

The final decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school.

NOTE: A student with significant cognitive disability may not meet high school graduation requirements, if a student: Participates in an Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS); and Continues to receive instruction based on Alternate Academic Achievement Standards through high school [COMAR 13A.03.02.09D(3) – (4)].

Upon completion of a secondary school program, the student with a disability will receive an "Exit Document" to accompany the Maryland High School Diploma or the Maryland High School Certificate of Program Completion that describes the student's skills. [COMAR 13A.03.02.09D(5)].

Enrollment

The student shall satisfactorily complete 4 years of approved study beyond the eighth grade unless the student has satisfied the requirements for:

- Early admission to college; or
- An approved vocational, technical, or postsecondary program as specified in COMAR 13A.03.02.10. [COMAR 13A.03.02.03]

Service Learning

Students shall complete one of the following:

- 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or

- A locally designed program in student service that has been approved by the State Superintendent of Schools. [COMAR 13A.03.02.06]

Credit

To be awarded a diploma, a student shall be enrolled in a Maryland public school system and shall have earned a minimum of 21 credits that include the following specified core credits:

- English—four credits of organized instruction in listening and speaking, reading and literature, and written composition and use of language;
- Fine arts—one credit in visual arts, music, theater, or dance, or a combination of these;
- Mathematics—three credits, including one with instruction in algebra/data analysis and one with instruction in geometry;
- Physical education—one-half credit;
- Health education—one-half credit;
- Science—three credits of which one shall be in biology and two from the earth, life, or physical sciences, or all of the above, in which laboratory experiences are an integral component;
- Social studies—three credits including one credit in United States history, one credit in world history, and one credit in local, State, and national government;
- Technology education—one credit that includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities; and
- Earn 5 credits from one of the following options:
- Option 1- Credits 2 Foreign Language Credits and 3 Elective Credits
- Option 2- Credits 2 American Sign Language Credits and 3 Elective Credits
- Option 3- Credits 2 Advanced Technology Education Credits and 3 Elective Credits
- Option 4-Credits 4 State Approved Career and Technology Program Credits and 1 Elective Credit

[COMAR 13A.03.02.03B]

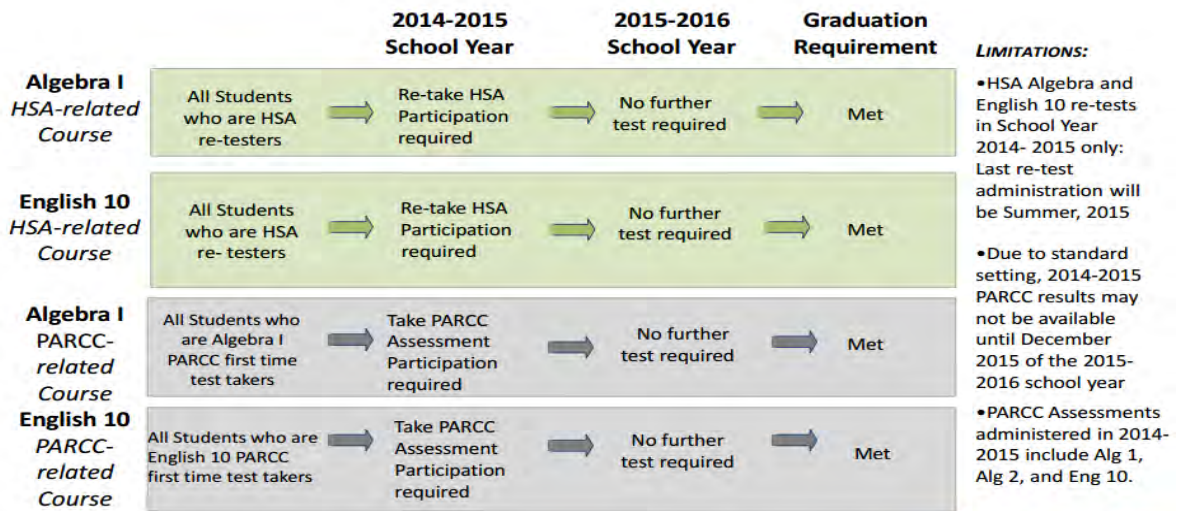
In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through the following means:

- Summer School
- Evening School
- Correspondence and Online Courses
- Tutoring
- Work Study Programs, Job Entry Training Programs, or Experience Outside the School
- College Courses
- Independent Study/Internship
- Credit through Examination
- A student who receives credit for algebra/data analysis, biology, English, or government through the options listed above shall take the requisite Maryland High School Assessment during its next regular administration.

[COMAR 13A.03.02.04]

High School Graduation Assessments

- High School Graduation Requirements
- College and Career Ready College Completion Act of 2013



Graduation assessment requirements now and in the future

For students enrolled in these courses during 2014-15 and 2015-16	For students enrolled in these courses during 2016-17 and beyond
<p>To meet the graduation requirement, students must:</p> <p>Government</p> <ul style="list-style-type: none"> • Pass the course AND pass the HSA test, the HSA re-test, or the Bridge Plan <p>Biology</p> <ul style="list-style-type: none"> • Pass the course AND pass the HSA test, the HSA re-test, or the Bridge Plan <p>Algebra 1 – first time Algebra 1 students</p> <ul style="list-style-type: none"> • Pass the course AND participate in the PARCC test <p>English 10 – first time English 10 students</p> <ul style="list-style-type: none"> • Pass the course AND participate in the PARCC test 	<p>To meet the graduation requirement in the following courses, students must:</p> <p>Government</p> <ul style="list-style-type: none"> • Pass the course AND pass the HSA test, the HSA re-test, or the Bridge Plan <p>Biology</p> <ul style="list-style-type: none"> • Pass the course AND pass the HSA test, the HSA re-test, or the Bridge Plan <p>Algebra 1</p> <ul style="list-style-type: none"> • Pass the course AND pass the PARCC, the PARCC re-test, or the Bridge Plan <p>English 10</p> <ul style="list-style-type: none"> • Pass the course AND pass the PARCC, the PARCC re-test, or the Bridge Plan
For students who passed these courses before 2014-15 but did not complete their graduation assessment requirements	
<p>To meet the graduation requirement, students must:</p> <p>Algebra 1:</p> <ul style="list-style-type: none"> • Pass the HSA re-test or continue Bridge Plan work through 2014-2015 school year <p>English 10:</p> <ul style="list-style-type: none"> • Pass the HSA re-test or continue Bridge Plan work through 2014-2015 school year 	

HSA – PARCC Transition Chart

For Students Still in Need of Completing Graduation Requirements



	2014-2015		2015-2016		2016-2017	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
3-8	PARCC	PARCC	PARCC	PARCC	PARCC	PARCC
9	PARCC	PARCC	PARCC	PARCC	PARCC	PARCC
10	PARCC	PARCC	PARCC	PARCC	PARCC	PARCC
11	HSA/Mod	HSA/Mod	PARCC	PARCC	PARCC	PARCC
12	HSA/Mod	HSA/Mod	PARCC	PARCC	PARCC	PARCC

LIMITATIONS:

- Last administration of HSAs (including Mod) English10 and Algebra1, is Summer 2015
- Student must attempt 2 administrations of an assessment to participate in Bridge
- Due to standard setting, 2014-2015 PARCC results may not be available until December 2015
- Assessments available in 2014-2015 include Alg 1, Alg 2, and Eng 10.

College Readiness Assessment – 2015-2016 School Year

All students must be assessed, by 11th grade, for college readiness, using acceptable college placement cut scores, in:

- English language arts, and Literacy
- Mathematics

Transition Courses – 2106-2017 School Year

The MSDE develops and implements transition courses for 12th grade students who have not achieved college and career readiness by the end of 11th grade

Additional Local School System Graduation Requirements

Identify any additional local school system graduation requirements, if applicable.

NOTE:

A list of additional local school system graduation requirements may be attached to the closed IEP document. If you are attaching a document to the paper copy of the IEP, summarize what is being attached and maintain a copy of that attachment with the paper copy of the IEP within the student's record.

Graduation Requirements Explained to Parents	Indicate: YES – if you explained the graduation requirements to the parent NO – if you did not explain the graduation requirements to the parent.
Student Participation Alternate Assessment Based on Alternate Academic Achievement Standards Pursuing a High School Diploma or Certificate of Program Completion	Document whether or not the student will participate in an alternate assessment based on alternate academic achievement standards in applicable assessed grade in: <ul style="list-style-type: none"> • reading • math • science Indicate YES or Indicate whether the student is pursuing a: <ul style="list-style-type: none"> • Maryland High School Diploma; or • Maryland High School Certificate of Program Completion NOTE: The decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school unless the student is participating in the Alternate Assessment Based on Alternate Achievement Standards. [COMAR 13A.03.02.09D(3)]

Participation and Performance on District/Statewide Assessments

All students must be included to the fullest extent possible in all statewide assessment programs and their assessment results are a part of Maryland’s accountability system. The MSDE requires all students to participate in Statewide assessment programs unless documented as described in the *“Maryland Accommodations Manual.”* The Maryland participation requirement is supported by federal legislation requiring the participation of students with disabilities in standards-based instruction and assessment initiatives. Two key federal acts governing student participation in assessments include the No Student Left Behind Act of 2001 (NCLB), the Individuals with Disabilities Education Act (IDEA). For specific information relative to each assessment, please refer to the *“Maryland Accommodations Manual,”* July 2012. The Maryland Assessments include the following, as applicable to the student:

- MSA – Grade 5 & 8 Science Only
- Mod-HSA* Only for students who took and failed a MOD-HSA assessment in the 2013-2014 school year and requires a second administration in 2014-2015 school year
- Bridge Validation Program (Bridge Plan)
- Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS)

- Access for ELLs
- Alternate Access for ELLs

NOTE: It is best practice for a student’s IEP team to use the *IEP Team Decision-Making Process Eligibility Tool* as a safeguard to ensure appropriate identification of students with disabilities for participation in the Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS). This completed tool must be maintained in the student’s cumulative school record, to verify student eligibility to participate in the AA-AAAS [Maryland Accommodations Manual, July 2012].

Student Participation in Statewide Assessment

Indicate **YES** or **NO** to all applicable Statewide assessments, in which the student will participate, including applicable content areas.

NOTE: MSDE requires all students to participate. The Maryland Accommodations Manual , July 2013 delineates special exemption conditions for:

- English Language Learners (ELL) who are in their first year of enrollment in a U.S. school may substitute their test results on the ELPT for the Reading MSA rather than sitting for the MSA Reading test itself. Such students must still participate in the MSA Mathematics and MSA Science tests.
- Special Medical Exemption Conditions for students when they cannot take the assessment during the entire testing window, including the make-up dates, because of a significant medical emergency. A significant medical emergency is a significant health impairment that renders the student incapable of participating in **ANY** academic activities.

**Document
Basis for
Assessment
Decision(s)
(required)**

Document the basis of the IEP team's decision relative to the student's participation in MSA, HSA, Mod-HSA, or Alternate Assessment based on alternate academic achievement standards, as applicable.

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

To ensure that students with disabilities receive the appropriate provision of accommodations, IEP Teams, which includes the parent, **must** employ good decision making when determining accommodations for a student based on his/her instructional needs in the classroom and for assessments. Beginning with the Maryland IEP that will be in effect July 1, 2012, in Section 2 of the Instructional and Testing Accommodations page, the IEP Team **must** complete the **Document Basis for Decision** text field. The Document basis of the IEP Team's decision is relative to the student's participation in the MSA, HSA, Mod-HSA, or Alt-MSA, as applicable.

In addition, in Section 2, for accommodations noted with an **asterisk**, the IEP Team **must** complete the **Provide specific description stating the type of accommodation and how the accommodation will be administered** text field. This

dialogue box is **required** for IEP Teams to specify the type of accommodation(s) that will be administered, and how the accommodation(s) will be administered (i.e., Visual Cues: Teacher will gesture to the student and/or point to assignments to support the student to stay on task when experiencing difficulty with attention or behavior). For information regarding the use of specific accommodations for online testing, the IEP Team must refer to Section 5 of the Maryland Accommodations Manual Issue, July 2012.

**Participation
in National
/International
Assessments**

***NOTE:** A student may be asked to participate in National or International Assessments. Only allowable accommodations on National / International Assessments are permitted. See Commonly Used Terms, page 10.

**Complete for
High School
Seniors that may
be Eligible for
HSA Waiver**

By April 1, the school principal shall consider whether to recommend to the local superintendent a waiver of the HSA graduation requirements that the student has not fulfilled if the senior may fail to graduate because:

- (1) The student has taken none of the required HSAs; or
- (2) The student has taken some or all of the HSAs and failed some or all of them, and
 - (a) The student has or will meet all other graduation requirements;
 - (b) The student has or will take all required HSAs before the graduation date; and
 - (c) If the student had an opportunity to participate in one or more interventions, or remediation opportunities, including the Bridge Plan, the student participated in them; and
- (3) The student is prevented from meeting the HSA graduation requirements because:
 - (a) Of a decision made by the local school system about scheduling, course sequencing, test taking, or provision of interventions as required.
 - (b) The student experienced a special, extraordinary, or extenuating circumstance or combination of circumstances preceding the administration of the most recent HSA, such as a recent death in the immediate family, a serious or prolonged illness or

pregnancy with medical complications, an accident causing serious injury, or a destructive house fire; or

(c) The student moved to the United States in the junior or senior year and the student is literate in the student's native language but not literate in English.

[COMAR 13A.03.02.12]

If a student with a disability who is a high school senior may be eligible for an HSA waiver, the IEP team is to discuss the criteria of the waiver decision-making process for the student and indicate whether or not it supports an HSA waiver recommendation to the local superintendent.

Indicate:

- **YES (If yes, specify date recommended); or**
- **NO**

PERFORMANCE SUMMARY

Limited English Proficiency

Indicate **YES** or **NO** to the question, "Is the student limited English Proficient?"

Student Performance on the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLS)

If applicable, indicate the date of the student's participation in the ACCESS for ELLS. The score is the student's overall score as indicated on the student's score report.

The student's performance as:

- Entering
- Emerging
- Developing
- Expanding
- Bridging
- Reaching

NOTE: If student took the W-APT it is suggested that the relevant information be documented in the Service for Students with Limited English Proficiency, document basis for decision text field, within the Special Considerations and Accommodations section of the IEP.

<p>Student Performance on the Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLS)</p>	<p>If applicable, indicate the date of the student's participation in the ALTERNATE ACCESS for ELLS. The score is the student's overall score as indicated on the student's score report.</p> <p>The student's performance as:</p> <ul style="list-style-type: none"> • Initiating • Exploring • Engaging • Entering • Emerging <p>NOTE: If student took the W-APT it is suggested that the relevant information be documented in the Service for Students with Limited English Proficiency, document basis for decision text field, within the Special Considerations and Accommodations section of the IEP.</p>
<p>Student Performance on MSA</p>	<p>Enter most current date of the student's participation within the MSA window that corresponds to the most current available individual student performance scores and level of achievement.</p>
<p>MSA Results and Performance</p>	<p>Enter most current date for participation in MSA that corresponds to the most current test window in which the student participated, if applicable. Indicate reading math and science percentage of mastery objectives and proficiency levels as:</p> <ul style="list-style-type: none"> • Basic • Proficient, or • Advanced
<p>Student Performance on HSA</p>	<p>Enter most current date for participation in HSA that corresponds to the most current test window in which the student participated. If applicable, check Mod. Indicate by YES or NO for participation of either the Bridge Plan or Mod-HSA+Plus, if applicable.</p>
<p>HSA Assessment Scores and Passing Status on HSA</p>	<p>If a student has participated in previous HSAs, enter available scores and whether or not the student has met the standard for each assessment in which the student has participated.</p>

<p>Student Performance on Alternate Assessments Based on Alternate Academic Achievement Standards</p>	<p>If applicable, enter most current date for participation within the Alternate Assessments that correspond to the most current available individual student performance scores and level of achievement.</p>
<p>Alternate Assessments Percentage of Mastery and Performance</p>	<p>If applicable, enter the student's most current percentage of mastery objectives for reading, math, and science Alternate Assessments. Indicate reading, math, and science proficiency levels as:</p> <ul style="list-style-type: none"> • Basic • Proficient, or • Advanced
<p>Performance on PARCC Assessments</p>	<p>These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy Enter the student's:</p> <ul style="list-style-type: none"> • Grade and Score for each Performance Based Assessment (PBA) or End of Year Assessment (EOY) Score in which the student participated.

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SECTION

||

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Early Learning Skills and Present Level of Academic Achievement and Functional Performance

As part of the evaluation process, in order to address the educational needs of the student, the IEP team needs to have a comprehensive picture of the student's academic achievement and functional performance in order to develop the IEP. For children transition from Part C or entering school as a child with a disability between three (3) and five (5) years of age, it is most appropriate for the IEP team to consider early developmental skills. For early learning skills, the IEP team's determination of how the child's disability(ies) affects the child's participation in appropriate activities [34 CFR §300.320(a)(1)(ii)].T

The IEP team's determination of how the student's disability affects his or her involvement and progress in the general education curriculum is a primary consideration in the development of the student's annual IEP goals. Federal regulation, 34 C.F.R. §300.320(a)(1)(i), consistent with 20 U.S.C. §1414(d)(1)(A)(I)(I)(aa) and COMAR13A.05.01.08, requires the statement of the student's present levels of academic achievement and functional performance in the IEP to include how the student's disability affects the student's involvement and progress in the general education curriculum. This directly corresponds with the provision in 34 §300.320(a)(2)(i)(A) and 20 U.S.C. §1414(d)(1)(A)(I)(II)(aa), which requires the IEP to include measurable annual goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum.

In developing each student's IEP, the IEP team, shall consider the:

- Strengths of the student;
- Concerns of the parents for enhancing the education of their student;
- Results of the initial evaluation or most recent evaluation of the student; and
- Academic, developmental, and functional needs of the student.

“Present Levels of Academic Achievement and Functional Performance” provides a holistic view of the student through a variety of means. This includes current classroom-based assessments, district and/or state assessments, and classroom-based observations, as well as parent, student and general education teacher input in all relevant areas. The determination of the student's present level of academic

may vary over time. Standardized assessments alone may not necessarily provide adequate information to determine the educational needs of the student relative to his or her performance and participation in the general curriculum. Therefore, curriculum-based assessments, portfolios, running records, student work, etc. may be appropriate information sources for identifying present levels of academic achievement and functional performance in relation to general education curriculum. If this is a review or revision of the student's current IEP, the current level of performance should include a description of the student's progress toward meeting the annual goals of the current/previous IEP.

It is particularly important to include student strengths, as well as areas of concern/needs that were identified during the assessment, including parent, student and general education teacher input related to strengths and concerns/needs. The IEP team should focus on how the student's strengths and concerns/needs affect the student's involvement and progress in the general curriculum. As part of the process of defining the student's current level of performance, the IEP team should identify what the student currently knows and can do.

"Present Level of Academic Achievement and Functional Performance" defines the student's need for specialized instruction and determines how that specialized instruction should look in terms of goals, supports, and services. The remaining pages of the IEP should align to the information in this section. The IEP team should provide a narrative summary of performance rather than a detailed report of assessment procedures and results. Detailed assessment information should be found in separate assessment reports. For any data that is recorded in this section, the IEP team must document the source of the data (classroom-based assessments, district and/or state assessments, and classroom-based observations, parent, student and general education teacher input, etc.).

Issues that are identified as a concern/need should result in corresponding goals and objectives. According to 20 U.S.C. §1414(d) (1) (A) (i) (II), goals and short-term objectives or benchmarks are designed to meet the student's needs that result from the student's disability. Therefore, the concerns/needs detailed in this section should include those that have a marked impact on the student's educational performance and requires specialized instruction should result in a corresponding annual goal. If there are concerns raised that do not rise to the level of needing specialized instruction, then the IEP team may note these under options discussed and considered by the IEP team but rejected in favor of the proposed actions and should be recorded as "Document Basis For Decision(s) that corresponds to the requirements of Prior Written Notice (PWN).

EARLY LEARNING SKILLS

Child's educational and functional performance	<p>Document child's educational and functional performance levels in areas, as appropriate:</p> <ul style="list-style-type: none"> • Social Foundations • Language and literacy • Mathematics • Science • Social studies • Physical well-being and motor development • Fine arts
Sources	<p>If applicable, identify the sources of the data used to assess the student's educational and functional performance. Sources may include, but are not limited to current classroom-based assessments, district and/or state assessments, and classroom-based observations, parent information, student and general education teacher input in all relevant areas.</p>
Summary of Assessment Findings	<p>Summarize formal and informal assessment findings in terms of how the child's performance impacts his/her ability to participate in preschool activities.</p>
Level of Educational and Functional Performance	<p>Describe the child's educational and functional performance as compared to typically developing peers</p>
Impact on Educational and/or Functional Performance	<p>If applicable, indicate YES or NO if the student's disability impacts the student's educational and functional performance in the identified area that requires the provision of special education and related services to enable the child to participate in appropriate activities.</p>

ACADEMIC

Sources	If applicable, identify the sources of the data used to assess the student's academic achievement and functional performance. Sources may include, but are not limited to current classroom-based assessments, district and/or state assessments, and classroom-based observations, parent information, student and general education teacher input in all relevant areas.
Instructional Grade Level Performance	If applicable, identify the student's instructional grade level. NOTE: The student's instructional performance may not be on grade level. If not, this may be an indicator that the student's IEP team needs to consider supplementary aids, services, program modifications, and supports needed. Although a student's performance may not be at grade level, the student is to receive instruction in grade level content.
Summary of Assessment Findings	If applicable, summarize the assessment findings, including the date(s) of administration. Assessment findings include data and information from, but not limited to: current classroom-based assessments, district and/or state assessments, classroom-based observations, parent information, and student and general education teacher input in all relevant areas.
Impact on Academic Achievement and Functional Performance	If applicable, indicate YES or NO if the student's disability impacts the student's academic achievement or functional performance in the identified area that requires the provision of special education and related services.

HEALTH

Identify, as applicable, any strength, concern/needs, parental concerns regarding the student's health, including vision, hearing, allergies, medical conditions that

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adversely affects the student’s ability to access or participate in the general curriculum that may require the provision of special education and related services. Include sources of information, summary of assessment findings, including the dates of administration. Assessment findings include, but not limited to: current classroom-based assessments, district and/or state assessments, classroom-based observations, parent information, and student and general education teacher input in all relevant areas.

Sources	If applicable, identify the sources of the data used to assess the student’s academic achievement and functional performance. Sources may include, but not limited to: current classroom-based assessments, district and/or state assessments, and classroom-based observations, parent information, student and general education teacher input in all relevant areas.
Level of Performance	If applicable, identify the student’s level of performance.
Summary of Assessment Findings	If applicable, summarize the assessment findings, including the date(s) of administration. Assessment findings include data and information from, but not limited to: current classroom-based assessments, district and/or state assessments, classroom-based observations, parent information, and student and general education teacher input in all relevant areas.
Impact on Academic Achievement and Functional Performance	If applicable, indicate YES or NO if the student's disability impacts the student's academic achievement or functional performance in the identified area that requires the provision of special education and related services.

PHYSICAL

Identify, as applicable, any strength, concerns/needs, and/or parental concerns regarding the student’s fine or gross motor abilities that may adversely affects the student’s ability to access or participate in the general curriculum that may require the provision of special education and related services. Include sources of information, summary of assessment findings, including the dates of administration. Assessment findings include, but not limited to: current classroom-based assessments, district and/or state assessments, classroom-based observations,

parent information, and student and general education teacher input in all relevant areas.

Sources	If applicable, identify the sources of the data used to assess the student's academic achievement and functional performance. Sources may include, but not limited to current classroom-based assessments, district and/or state assessments, classroom-based observations, parent information, and student and general education teacher input in all relevant areas.
Level of Performance	If applicable, identify the student's level of performance.
Summary of Assessment Findings	If applicable, summarize the assessment findings, including the date(s) of administration. Assessment findings includes data and information from, but not limited to: current classroom-based assessments, district and/or state assessments, classroom-based observations, parent information, and student and general education teacher input in all relevant areas.
Impact on Academic Achievement and Functional Performance	If applicable, indicate YES or NO if the student's disability impacts the student's academic achievement or functional performance in the identified area that requires the provision of special education and related services.

BEHAVIORAL

Identify, as applicable, any strength, concerns/needs, parental concerns regarding the student's social, emotional, and behavioral performance that may adversely affects the student's ability to access or participate in the general curriculum and/or impedes the student's learning or the learning of others that may require the provision of special education and related services, including a functional behavioral assessment and behavioral intervention plan to address misconduct to reduce inappropriate behavior through the use of positive intervention strategies. Include sources of information, summary of assessment findings, including the dates of administration.

Sources | If applicable, identify the sources of the data used to assess the student's academic achievement and functional

	performance. Sources may include, but not limited to current classroom-based assessments, district and/or state assessments, classroom-based observations, parent information, and student and general education teacher input in all relevant areas.
Level of Performance	If applicable, identify the student's level of performance.
Summary of Assessment Findings	If applicable, summarize the assessment findings, including the date(s) of administration. Assessment findings includes data and information from, but not limited to: current classroom-based assessments, district and/or state assessments, classroom-based observations, parent information, and student and general education teacher input in all relevant areas.
Impact on Academic Achievement and Functional Performance	If applicable, indicate YES or NO if the student's disability impacts the student's academic achievement or functional performance in the identified area that requires the provision of special education and related services.

PRESCHOOL-AGED PRESENT LEVEL OF EDUCATIONAL AND FUNCTIONAL PERFORMANCE

Where Does the Child Spend Time?	<p>Identify all of the places where the child spends his/her time.</p> <ul style="list-style-type: none"> • Child care center; • Child's home; • Early Head Start/Head Start; • Family Child Care; • Family Support Center; • Home of family member; • Judy Center; • Library; • Parent's place of employment; • Parks and Recreation program or activities; • Preschool playgroup; • Private Pre-K/Nursery school; • Public Pre-K program; • Religious Setting; • Shelter; and/or • Other
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**Parents
Concerns/Priorities**

Describe the parent's input, concerns, and priorities. The parent's input, concerns, and priorities must be considered in the development of their child's IEP.

**How the child's
disability affects
his/her access to
and participation
Strengths and Needs**

Describe how and in what settings the child's disability(ies) affects his/her access or participation in age appropriate activities.

Describe the child's strengths and needs across the functional areas of:

- Developing Positive Social Emotional skills
- Acquiring and Using Knowledge and Skills
- Taking Appropriate Action to Meet Needs; and
- Complete the Child Outcomes Summary (COS) Strengths and Needs Summary Table

SCHOOL-AGE PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Parent Input	Describe the parent’s input, concerns, and priorities for their child’s education. The input and concerns from parents and students must be considered in the development of the IEP. The IEP team should specifically record input from parents and student.
Student strengths, interest areas, significant personal attributes, and personal accomplishments	Strengths may include a relatively strong area for the student; a strength when compared to peers, or particular motivational or interest area. Statements about the student’s strengths can support instructional decisions related to motivation, learning styles, and learning preferences. If the student’s strength is supported by the use of supplemental aids and services including assistive technology, the IEP team should document that information.
How the student’s disability affects his/her involvement in the general curriculum?	Describe how the student’s disability specifically impacts his or her involvement and progress in the general curriculum. Think in terms of “if-then” statements. (i.e., if there is a concern, then what is the impact on the student’s participation and progress in that area?)

This page is left blank intentionally for future revisions, as appropriate.

SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Special Considerations and Accommodations

IDEA 2004 emphasizes the involvement of students with disabilities in the general curriculum, including appropriate preschool activities, with nondisabled peers to the maximum extent appropriate. Federal statute 20 U.S.C. §1414(d)(IV) requires the IEP to include a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

- Advance appropriately toward attaining his or her annual goals;
- Be involved in and make progress in the general education curriculum;
- Participate in extracurricular and other non-academic activities; and
- Be educated and participate with other students with and without disabilities.

Special Considerations

In accordance with 34 C.F.R. §300.324(a)(2) and COMAR 13A.05.01.08A(3) through(7) the student's IEP team shall consider the following special circumstances, as applicable, when the student's IEP is developed, reviewed, or revised:

- In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;
- In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
- Consider the communication needs of the student;
- In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with

peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and

- Consider whether the student needs assistive technology devices and services.

Each public agency must ensure that assistive technology devices or assistive technology services, or both are made available to a student with a disability if needed as a part of the student's:

- Special education;
- Related services; or
- Supplementary aids, services, program modifications, and supports.

On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP Team determines that the student needs access to those devices in order to receive FAPE. Each public agency must ensure that hearing aids worn in school by students with hearing impairments, including deafness, are functioning properly.

Accommodations

Accommodations must be specific and appropriate to meet the needs of the student as defined in the IEP. Accommodations are practices or procedures that provide a student with a disability equitable access during instruction and to assessments in the areas of: presentation response; setting; and scheduling. Accommodations do not reduce learning expectations. Accommodations include changes to instruction (such as materials, content enhancements, and tasks) that change *how* a student learns. Accommodations may include assistive technology devices and services.

[COMAR13A.05.01.03B(1)]

Modifications are practices or procedures that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Modifications include changes to the content, which affect *what* the student learns. Modifications include curricular changes in the content standards or the performance expectations. A continuum of accommodations should be used and evaluated for their effectiveness before moving to modifications.

[COMAR13A.05.01.03B(43)]

When the IEP team determines the services the student will receive, it must also:

- Consider the supplementary aids, services the student requires; and
- The program modifications and supports required for school personnel to implement the IEP.

Many accommodations are effective instructional practices and are used for all students by effective teachers. However, it should be noted that the distinction between effective instructional strategies and accommodations is that accommodations are the specific practices or procedures the individual student needs, and must have, as a result of his or her disability, in order to be involved and progress in general education curriculum.

Conversely, not all effective instructional strategies, although they enhance the instruction of the student with a disability, are necessary to address the student's needs. IEP teams should be judicious in the decisions regarding accommodations, assistive technology, and modifications in order to ensure that the selection specifically addresses the learning needs of an individual student as they relate to the student's disability and the student's participation and progress in general education curriculum, appropriate preschool activities, extra-curricular and non-academic activities, and participation with students without disabilities and nondisabled peers, as appropriate.

COMMUNICATION (required for ALL students)

**Special
Communication
Needs**
(required for **ALL**
students)

Each student's IEP team is to address the communication needs of each student with a disability.

Indicate **YES** or **NO**

**If YES, Describe
Specific Needs**

Provide a narrative description of the student's special communication need(s) in the text field.

NOTE:

In this field the IEP Team may indicate where within the IEP more detailed descriptive information related to communication needs may be located.

ASSISTIVE TECHNOLOGY (AT) (required for ALL students)

Consider AT device(s) and/or services(s) that are needed to increase, maintain, or improve functional capabilities of the student.

AT Considered	Indicate YES or NO
AT Device(s)	<p>Indicate YES if the IEP team determines the student needs an AT device(s).</p> <p>If YES, identify how the use of AT device(s) will be addressed:</p> <ul style="list-style-type: none"> • Supplementary Aids, Services, Program Modifications, and Supports; and/or • Instructional and Testing Accommodations <p>Indicate NO if the IEP team determines the student does not need an AT device(s).</p>
AT Service(s)	<p>Indicate YES if the IEP team determines the student needs an AT service(s).</p> <p>If YES, identify how the AT service(s) will be addressed:</p> <ul style="list-style-type: none"> • Supplementary Aids, Services, Program Modifications, and Supports; • Related Service* • Instructional and Testing Accommodations <p>Indicate NO if the IEP team determines the student does not need an AT service(s).</p> <p>*NOTE: The Services Page identifies the location, service nature, service description, begin and end date, and the provider of each AT service(s) to be provided as a related service.</p>
Document Basis for Decision(s) (required)	<p>A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:</p> <ul style="list-style-type: none"> • A description of the action proposed or refused; • An explanation of why the public agency proposes or

- refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

SERVICES FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

In the case of the student who is blind or visually impaired, including students with deaf-blindness, and multiple disabilities, if one of the disabilities includes a visual impairment, the IEP team shall address the provision of instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student, and provide the parents with information relative to the Maryland School for the Blind.

Instruction in Braille Considered	Indicate YES or NO
Evaluation Date	Indicate date of evaluation of the student's reading and writing media.
Appropriateness of Instruction in Braille	Indicate YES or NO

Parents Provided Information Regarding the Maryland School for the Blind (MSB)

Indicate **YES** or **NO**

Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

SERVICES FOR STUDENTS WHO ARE DEAF OR HEARING IMPAIRED

In the case of the student who is deaf or hearing impaired, including students with deaf-blindness, and multiple disabilities, if one of the disabilities includes deafness, the IEP team shall consider:

- 2 The student's language and communication needs;
- 3 Opportunities for direct communications with peers and professional personnel in the student's language and communication mode;
- 4 Academic level; and
- 5 Full range of needs, including opportunities for direct instruction in the student's

language and communication mode.

The local school system is **required** to provide the parents of students who are deaf or hearing impaired information relative to the Maryland School for the Deaf.

Parents Provided Information Regarding the Maryland School for the Deaf (MSD)

Indicate **YES** or **NO**

Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

BEHAVIORAL INTERVENTIONS

In the case of a student whose behavior impedes the student's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. A functional behavioral assessment (FBA) must be conducted. If an FBA has been conducted that

addressed the inappropriate behavior or misconduct that is impeding the student's learning, or the learning of others, a behavioral intervention plan (BIP) may be needed to specify interventions to address the behavior(s).

If an FBA has not been conducted, the IEP team needs to plan for conducting the FBA, prior to developing a BIP. If the student's IEP team has identified the student's behavior(s) that impedes the student's learning or that of others, the IEP team must document the consideration and need for a BIP and/or annual measurable goals designed to eliminate the behavior(s) of concern.

<p>Functional Behavioral Assessment (FBA) Assessment Date</p>	<p>Indicate date of most recent FBA</p>
<p>Behavioral Intervention Plan (BIP)</p>	<p>Indicate YES or NO</p>
<p>Behavioral Intervention Plan (BIP) Implementation Date</p>	<p>Indicate date of BIP Implementation.</p>
<p>Document Basis for Decision(s) (required)</p>	<p>A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:</p> <ul style="list-style-type: none"> • A description of the action proposed or refused; • An explanation of why the public agency proposes or refuses to take the action; • A description of the options the public agency considered and the reason the options were rejected; • A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal; • A description of any other factors relevant to the proposed or refused action;- • A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and • If an action proposed by a public agency also requires parental consent, a public agency may provide notice at

the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

In the case of a student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP.

Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

INSTRUCTIONAL AND TESTING ACCOMMODATIONS

IDEA requires that the student's IEP include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district assessments. Accommodations are intended to reduce or mediate the effects of the student's disability; they are not to reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and State assessments.

Three sections within the Statewide IEP should contain relevant academic, functional, and developmental data to provide the IEP team a comprehension picture of accommodations the student may need to address the impact of the student's disability upon instruction and assessment. These areas include:

- *Section I, Meeting and Identifying Information, Student Participation in District/Statewide Assessments and Graduation Information*
[20 U.S.C. §1412(a)(16); COMAR13A.03.02.08]
 - o Documents the student's previous participation and results in State and district assessments.
- *Section II, Present Levels of Academic Achievement and Functional Performance*
[20 U.S.C. §1414(d)(1)(A); COMAR13A.05.01.09A]
 - o Describes how the student's disability affects the student's involvement and progress in the general education curriculum—the same curriculum as non-disabled students.
- *Section III, Special Consideration and Accommodations*
[20 U.S.C. §§ 1414(d)(3)(B); 1414(d)(1)(A)(i); COMAR 13A.05.01.03B; COMAR13A.05.01.10A; Maryland Accommodations Manual, July 2012]
 - o Documents consideration of communication and assistive technology device(s) and/or service(s).
 - o Documents considerations if the student is visually impaired, deaf or hearing impaired, or limited English proficient.
 - o Documents instructional and testing accommodations.
 - o Describes supplementary aids, services, program modifications, and supports that are provided in general education classes or other instructional settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

Accommodations

Accommodations for instruction and assessment are integrally intertwined. Accommodations do not reduce learning expectations. They provide access. The use of accommodations does not begin and end in school. Students who need accommodations for instruction and assessments will generally need them at home, in the community, and as they get older, in postsecondary education and work.

Accommodations:

- a) Enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.
- b) Must be based upon individual student needs and not upon a category of disability, level of instruction, time spent in general classroom, or program setting.
- c) Must be justified and documented in the student's IEP.
- d) Must be justified and documented in Section II *Special Considerations for Services for Students with Limited English Proficiency* of the IEP for students with disabilities that are also limited English proficient or English language learners. For students with disabilities who are also ELL, the IEP is the controlling document for accommodations.
- e) Must be implemented as soon as possible after completion of the IEP and must be aligned with and be a part of daily instruction. Accommodations **MUST NOT** be introduced for the first time during the testing of the student.
- f) Must be approved as specified in the *"Maryland Accommodations Manual."*
- g) Not explicitly mentioned in the *"Maryland Accommodations Manual"* and/or multiple accommodations do not constitute reasons to exempt students from assessments. The School Test Coordinator (STC) must coordinate with the Local Accountability Coordinator (LAC) prior to testing to address issues caused by the need to provide multiple accommodations.

The student's IEP team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to participate in district or Statewide assessments and indicate the decision on the student's IEP. The student's IEP team shall forward recommended accommodations to the School Test Coordinator. Accommodations must be justified, utilized within the instructional setting, and documented in the student's IEP. [Maryland Accommodations Manual, July 2012]

Modifications

Modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career.

Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or public agency's testing practices.

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Teachers and other IEP team members can play a key role in providing guidance and feedback to students with disabilities on skills needed to effectively advocate for themselves in the selection, use, and evaluation of accommodations. The ability to advocate for him or herself is a skill each student with a disability will need in their post-school adult life in order to identify and request reasonable accommodations under the Americans with Disabilities Act (ADA).

The more students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

Use the questions provided below to guide the selection of appropriate accommodations for students receiving special education services for the first time and for students who are currently using accommodations:

- What are the student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations does the student regularly use during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation "worked?"
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, consider:

- The student's willingness to learn to use the accommodation;
- Opportunities to learn how to use the accommodation in classroom settings; and
- Conditions for use on state assessments.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations. *Refer to*

Presentation Accommodations	Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual. NOTES: The human reader and text to speech accommodations are not allowable accommodations for selected sections on the PARCC assessments.
Document Basis for Decision(s) (required)	A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes: <ul style="list-style-type: none">• A description of the action proposed or refused;• An explanation of why the public agency proposes or refuses to take the action;• A description of the options the public agency considered and the reason the options were rejected;• A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;• A description of any other factors relevant to the proposed or refused action;• A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and• If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent. <p>[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]</p>
Response Accommodations	Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

**Document Basis
for Decision(s)
(required)**

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

**Timing and
Scheduling
Accommodations**

Increase the allowable length of time to complete an assessment or assignment and activities and perhaps change the way the time is organized.

**Document Basis
for Decision(s)
(required)**

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R.

§300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

**Setting
Accommodations**

Change the location in which a test or assignment is given or the conditions of the assessment setting.

**Document Basis
for Decision(s)
(required)**

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;_
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

**Instructional or
Testing
Accommodations
Considered**

Indicate, as applicable, if the IEP team considered the student's need for instructional and testing accommodations, and determined that accommodations were not required.

**Document Basis
for Decision(s)
(required)**

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;_

- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS, AND SUPPORTS

Before recommending services for the student outside of the general education classroom or other general education setting, the IEP team must first consider supplementary aids, services, program modifications, and supports that can be provided to the student in general education classes or settings, or to school personnel on behalf of the student. Supplementary aids, services, program modifications, and supports may include the services of various providers, materials, devices, and instructional considerations.

Modifications are practices or procedures that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Modifications include changes to the content, which affect *what* the student learns. Modifications include curricular changes in the content standards or the performance expectations. A continuum of accommodations should be used and evaluated for their effectiveness before moving to modifications.

Some students may require other support services, such as the service of a paraprofessional either in the general education classroom, in a special class, or other setting to address specific management issues related to behavior, health, communication, etc. In another situation a paraprofessional may be needed to address specific instructional areas. The same level of support is not necessary in all situations. A student may need support in a math class, but no additional supports during the remainder of the school day.

Other supplementary aids and services may include, but or not limited to materials, devices, and instructional adaptations, such as:

- Instructional considerations, i.e., cross-age tutoring, peer partnerships, 1:1 assistance and support
- Behavior intervention and support

- Instructional adaptations, i.e., adaptations in the manner in which information is presented, paced, or sequenced
- Curricular accommodations that change how a student accesses information and demonstrates learning
- Methods to measure performance, i.e., a calculator or word processor
- Curricular modifications, i.e., redesigning the size, breadth, or focus of the assignment
- Individualized supports, i.e., rephrasing questions and instruction, allowance for additional time to respond
- Additional time for movement between classes
- Special seating arrangements
- Curricular aids
- Provide time frame for assignments with interim dates for deliverables
- Allow re-test
- Computer assisted writing technology/software
- Electronic books
- Pre-written class notes, summaries, study guides, main idea summaries
- Organizational aids
- Delivery of consultative services (indirect) to staff on behalf of the student
- Professional development for staff and or parents

The services for each student should be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. With respect to preschool students, the term "appropriate activities" refers to typical activities that students of that age engage in as part of a preschool program, i.e., coloring, story-time, pre-reading activities, play time, sharing, etc.

Through statewide monitoring activities, the Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) has identified that the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) for infants, toddlers, children, and youth with disabilities do not accurately reflect the service(s) to be provided. Specifically, it appears the frequency of service(s) of health related services are being quantified as a number of sessions per year. This practice does not reflect a clear or accurate accounting of expected service to enable the child's parents, team members, and service providers to know exactly how often (frequency) or for how long (duration) a service is to be provided, as required by federal and State regulations [34 CFR §300.320(a)(7); and COMAR 13A.05.01.09A(1)(h)].

It is the responsibility of each local school system, local infants and toddlers program, and nonpublic special education facility to accurately reflect the frequency and duration of each session of service and to maintain accurate service logs of the service provided. The regulations for the Department of Health and Mental Hygiene (DHMH) in the Code of Maryland Regulations (COMAR) require the IEP or IFSP to accurately reflect the service(s) provided. Similarly, billing reimbursement requests

(codes) must match the child's IEP or IFSP (COMAR 10.09.50.05; and 10.09.36.03).

The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.

See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency

Supplementary Aids, Services, Program Modifications, and Supports	The student's IEP should clearly identify the specific supplementary aids, services, program modifications and supports provided to the student or on behalf of the student. This includes services that are provided to parents or teachers to assist them in effectively working with the student.
Nature of Service: Instructional Support	Each supplementary aid, service, program modifications, or support must be identified. <ul data-bbox="511 1081 1378 1881" style="list-style-type: none">• <i>Allow use of highlighters during instruction and assignments</i>• <i>Allow use of manipulatives</i>• <i>Allow use of organizational aids</i>• <i>Check for understanding</i>• <i>Frequent and/or immediate feedback</i>• <i>Have student repeat and/or paraphrase information</i>• <i>Limit amount to be copied from board</i>• <i>Monitor independent work</i>• <i>Paraphrase questions & instruction</i>• <i>Peer tutoring/paired work arrangement</i>• <i>Picture schedule</i>• <i>Provide alternative ways for students to demonstrate learning</i>• <i>Provide assistance w/ organization</i>• <i>Provide home sets of textbooks/materials</i>• <i>Provide proofreading checklist</i>• <i>Provide student w/ copy of student/teacher notes</i>• <i>Repetition of directions</i>• <i>Use of word bank to reinforce vocabulary and/or when extended writing is required</i>

	<ul style="list-style-type: none"> • <i>Other:</i> _____
Frequency	<p>Describes how often each service is to occur in terms of:</p> <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Yearly • Only Once • Periodically • Quarterly • Semi-Annually • Other, _____ (text field) <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p> <p>See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.</p>
Begin Date	<p>The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.</p>
End Date	<p>The month, day, and year the service ends.</p>
Duration	<p>Indicate the total number of weeks of service.</p> <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p>

See Appendix H Technical Assistance Bulletin 21
Documentation of Delivery of Related Services for guidance
relative to frequency and duration.

Providers

Primary	Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.
Other	If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.
Location and Manner of Delivery	Document the LOCATION and MANNER (how) in which supplementary aids, services, program modifications, and supports will be provided in the text field.
Nature of Service: Program Modifications(s)	Each program modification(s) must be identified: <ul style="list-style-type: none">• <i>Altered/modified assignments</i>• <i>Break down assignments into smaller units</i>• <i>Chunking of text(s)</i>• <i>Delete extraneous information on assignments and assessment, when possible</i>• <i>Limit amount of required reading</i>• <i>Modified content</i>• <i>Modified grading system</i>• <i>Open book exams</i>• <i>Oral exams</i>• <i>Reduce number of answer choices</i>• <i>Reduced length of exams</i>• <i>Remove “except” and “not” questions, when possible</i>• <i>Revise format of test (i.e. fewer questions, fill-in-the-blank)</i>• <i>Separate long paragraph questions into bullets, whenever possible</i>• <i>Simplified sentence structure, vocabulary, and graphics on assignments and assessments</i>• <i>Use pictures to support reading passages, whenever possible</i>• <i>Other: _____</i>

Frequency	<p>Describes how often each service is to occur in terms of:</p> <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Yearly • Only Once • Periodically • Quarterly • Semi-Annually • Other, _____ (text field) <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p> <p>See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.</p>
Begin Date	<p>The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.</p>
End Date	<p>The month, day, and year the service ends.</p>
Duration	<p>Indicate the total number of weeks of service.</p> <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p> <p>See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance</p>

relative to frequency and duration.

Providers

Primary	Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.
Other	If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.
Location and Manner of Delivery	Document the LOCATION and MANNER (how) in which Program Modifications(s), will be provided in the text field.
Nature of Service: Social/ Behavioral Support(s)	Each Social/Behavioral Support(s) must be identified: <ul style="list-style-type: none">• <i>Adult support</i>• <i>Advance preparation for schedule changes</i>• <i>Anger management training</i>• <i>Check for understanding</i>• <i>Crisis intervention</i>• <i>Encourage student to ask for assistance when needed</i>• <i>Encourage/reinforce appropriate behavior in academic and non academic settings</i>• <i>Frequent eye contact/ proximity control</i>• <i>Frequent reminder of rules</i>• <i>Home-school communication system</i>• <i>Implementation of behavior contract</i>• <i>Monitor use of agenda book and/or progress report</i>• <i>Provide frequent changes in activities or opportunities for movement</i>• <i>Provide manipulatives and/or sensory activities to promote listening and focusing skills</i>• <i>Provide structured time for organization of materials</i>• <i>Reinforce positive behavior through non-verbal/verbal communication</i>• <i>Social skills training</i>• <i>Strategies to initiate and sustain attention</i>• <i>Use of positive/concrete reinforcers</i>• <i>Other: _____</i>

Frequency	<p>Describes how often each service is to occur in terms of:</p> <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Yearly • Only Once • Periodically • Quarterly • Semi-Annually • Other, _____ (text field) <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p> <p>See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.</p>
Begin Date	<p>The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.</p>
End Date	<p>The month, day, and year the service ends.</p>
Duration	<p>Indicate the total number of weeks of service.</p> <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p> <p>See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.</p>

Providers

Primary	Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.
Other	If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.
Location and Manner of Delivery	Document the LOCATION and MANNER (how) in which Social/Behavioral Support(s), will be provided in the text field.
Nature of Service: Physical/Environmental Support(s)	Each Physical/Environmental Support(s) must be identified: <ul style="list-style-type: none">• <i>Access to elevator</i>• <i>Adaptive equipment</i>• <i>Adaptive feeding devices</i>• <i>Adjustments to sensory input (i.e. light, sound)</i>• <i>Allow extra time for movement between classes</i>• <i>Environmental aids (i.e. classroom acoustics, heating, ventilation)</i>• <i>Preferential locker location</i>• <i>Preferential seating</i>• <i>Reduce paper/pencil tasks</i>• <i>Sensory diet</i>• <i>Picture schedule</i>• <i>Other: _____</i>
Frequency	Describes how often each service is to occur in terms of: <ul style="list-style-type: none">• Daily• Weekly• Monthly• Yearly• Only Once• Periodically• Quarterly• Semi-Annually• Other, _____ (text field) <p>The frequency and duration indicated as appropriate within the</p>

IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.

See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.

Begin Date The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.

End Date The month, day, and year the service ends.

Duration Indicate the total number of weeks of service.

The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.

See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.

Providers

Primary Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.

Other If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.

Location and Manner of Delivery	Document the LOCATION and MANNER (how) in which Physical/Environmental Support(s), will be provided in the text field.
Nature of Service: School Personnel/ Parental Support(s)	<p>Each School Personnel/Parental Support(s) must be identified:</p> <ul style="list-style-type: none"> • <i>AT consult</i> • <i>Audiologist consult</i> • <i>Classroom instruction consult</i> • <i>Coordination of support services for crisis prevention and interventions</i> • <i>Extracurricular/non academic providers support</i> • <i>Occupational therapist consult</i> • <i>Orientation and mobility consult</i> • <i>Parent counseling and/or training</i> • <i>Physical education consult</i> • <i>Physical therapist consult</i> • <i>Psychologist consult</i> • <i>School health consult</i> • <i>Social worker consult</i> • <i>Speech/language pathologist consult</i> • <i>Travel training</i> • <i>Other: _____</i>
Frequency	<p>Describes how often each service is to occur in terms of:</p> <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Yearly • Only Once • Periodically • Quarterly • Semi-Annually • Other, _____ (text field) <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be</p>

utilized to provide families and service providers a clear understanding of the frequency of service.

See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.

Begin Date The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.

End Date The month, day, and year the service ends.

Duration Indicate the total number of weeks of service.

The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.

See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.

Providers

Primary Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.

Other If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.

Location and Manner of Delivery Document the **LOCATION** and **MANNER (how)** in which School Personnel/Parental Support(s), will be provided in the text field.

Documentation to Support Decision Documentation of the basis of the IEP team's decision(s) relative to the student's use of supplementary aids, services,

program modifications, and supports for school personnel or parents, including a description of the manner in which the frequency of service will occur.

NOTE:

Please be advised that if the student's specialized instruction and related service(s) occur in a setting or settings other than general education, and the IEP team has not considered the need for supplementary aids, services, program modifications and supports the IEP team must sufficiently document **WHY** the student **CANNOT** be educated in the general education setting with the provision of supplementary aids, services, program modifications, and supports.

Supplementary Aids, Services, Program Modifications, and Supports Considered

Specify the IEP team's decision relative to the consideration of supplementary aids, services, program modifications, and supports, and the IEP team's decision that NONE were needed at the time of the IEP Team Meeting.

YES – The IEP team determined the student does not require the provision of supplementary aids, services, program modifications or supports.

NO – The IEP team CONSIDERED the student's need for supplementary aids, services, program modifications or supports and recommended appropriate services.

Discussion to Support Decision(s) (optional)

Documentation of the basis of the IEP team's decision(s) relative to the consideration of supplementary aids, services, program modifications, and supports, and the IEP teams decision that NONE were needed at this time.

NOTE:

Please be advised that if the student's specialized instruction and related service(s) occur in a setting or settings other than general education, and the IEP team has not considered the need for supplementary aids, services, program modifications and supports the IEP team must sufficiently document **WHY** the student **CANNOT** be educated in the general education setting with the provision of supplementary aids, services, program modifications, and supports and services.

EXTENDED SCHOOL YEAR

Each public agency must ensure that extended school year services are available as necessary to provide FAPE. A public agency may not—

- Limit extended school year services to particular categories of disability; or
- Unilaterally limit the type, amount, or duration of those services.

The need for *Extended School Year (ESY)* services must be considered for each student. This does not mean that these services must be provided for every student, only that the need for ESY services must be considered for each special education student. If required, the specific services, the starting and ending dates of these services, the site where services will be provided, and, if needed, the description of instructional service delivery should be recorded on the service page of the IEP.

The IEP team must determine on a case-by case basis if any of the factors below in isolation or in some combination 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 extended school year services.

[34 C.F.R. 300.106; COMAR13A.05.01.03B(26); COMAR 13A.05.01.08B(2)]

ESY Decision Deferred	<p>If an IEP team believes it is too early in a school year to adequately address a student's possible need for ESY, the IEP team may defer this decision to a later date.</p> <p>If the decision is deferred, the IEP team must reconvene to consider the student's need for ESY services at a later date, yet early enough in order to provide the parent sufficient time to appeal the IEP team decision, if necessary.</p>
ESY Question 1	After IEP team consideration answer YES or NO
Discussion to Support Decision (optional)	A text field is available to an IEP team to provide additional information relative to ESY Question 1 regarding critical life skills on the student's IEP. If an IEP team intends to use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN).
ESY Question 1a	After IEP team consideration, answer YES or NO

Discussion to Support Decision (optional) A text field is available to an IEP team to provide additional information relative to ESY Question 1a regarding whether or not there is a likely chance of substantial regression and failure to recover those lost skills in a reasonable time. If an IEP team intends to use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN).

ESY Question 1b After IEP team consideration, answer **YES** or **NO**

Discussion to Support Decision (optional) A text field is available to an IEP team to provide additional information relative to ESY Question 1b regarding the student's degree of progress toward mastery of IEP goals related to critical life skills. If an IEP team intends to use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN).

ESY Question 2 After IEP team consideration, answer **YES** or **NO**

Discussion to Support Decision (optional) A text field is available to an IEP team to provide additional information relative to ESY Question 2 regarding the presence of emerging skills or breakthrough opportunities. If an IEP team intends to use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN).

ESY Question 3 After IEP team consideration, answer **YES** or **NO**

Discussion to Support Decision (optional) A text field is available to an IEP team to provide additional information relative to ESY Question 3 regarding whether or not there are significant interfering behaviors. If an IEP team intends to use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN).

ESY Question 4 After IEP team consideration, answer **YES** or **NO**

Discussion to Support Decision (optional) A text field is available to an IEP team to provide additional information relative to ESY Question 4 regarding consideration of whether or not the nature and severity of the student's disability warrants ESY. If an IEP team intends to use the student's IEP to satisfy the requirements for prior

written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN).

ESY Question 5 After IEP team consideration, answer **YES** or **NO**

Discussion to Support Decision (optional) A text field is available to an IEP team to provide additional information relative to ESY Question 5 regarding other special circumstances, if any. If an IEP team intends to use the student's IEP to satisfy the requirements for prior written notice (PWN), this text field provides space for that purpose. Please refer to the definition of prior written notice (PWN).

IEP Team Decision After considering the questions and documenting the IEP team's decisions relative to ESY, indicate:

YES – The IEP team believes the benefits that the student receives from his or her educational program during the regular school year will be significantly jeopardized if the student is not provided ESY. Indicate **YES**, if student is eligible for ESY services.

NO – The IEP team does not believe the benefits that the student receives from his or her educational program during the regular school year will be significantly jeopardized if the student is not provided ESY. Indicate **NO**, if student is not eligible for ESY services.

Document Basis for Decision(s) (required) A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and

- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

**TRANSITION:
To be Completed Annually Beginning at Age 14, or
Younger if Determined Appropriate.**

Student Preferences and Interests

Students are to be actively involved in planning for their secondary program as it relates to postsecondary training and employment, independent living, and community participation. Personal interviews, informal/formal assessment can be used as transition assessments. Summary of the assessments are to be provided in the discussion box. For students who have chosen a postsecondary education goal reference is to be made to the Graduation Information page of the IEP. Document the date of the annual student interview and the student identified preferences and interests for postsecondary school adult life.

Postsecondary Goal(s)

Document the student’s desired postsecondary goals in the applicable areas:

- Employment (required)
- Training and/or Education (at least one required)
- Independent Living, as appropriate

Course of Study

The IEP Team must consider the following question when developing the student’s Course of Study – *Does the Course of Study align with the student’s post school goals?*

The student is to be enrolled in courses that will prepare him/her for a career or postsecondary education in the selected career cluster. For each career within the identified cluster there is a program of study approved by the Maryland Board of Education.

For students working toward a Maryland High School Certificate of Program Completion the appropriate Functional and Skill Development Activities are to be selected as the Course of Study. The “Functional Skill” Course of Study determination must be based on the student’s needs and must be consistent with the goals. Services and activities in

the IEP. The following are other options that may be considered and identified by the IEP Team based on the students needs and program:

- A student working toward a Certificate of Program Completion has both a Career Cluster and a Functional and Skill Development Activity chosen
- A student working toward a Maryland High School Diploma has both a Career Cluster and a Functional and Skill Development Activity chosen
- A student working toward a Certificate of Program has only a career cluster chosen.

Document Basis of Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Projected Category of Exit

Category from which you *project* a student 14 years or older will exit school. This data is only reported in the annual October Child Count.

Categories:

- Exit with a Maryland High School Diploma
- Exit with a Maryland High School Certificate of Program Completion at the end of the school year the

<p>Projected Date of Exit</p>	<p>student turns 21</p> <ul style="list-style-type: none"> Exit with a Maryland High School Certificate of Program Completion prior to the end of the school year the student turns 21 (Parent and student choice) <p>The date you <u>project</u> that a student 14 years or older will exit school.</p> <p>Format: Month/Year</p> <p>NOTE: Although the IEP team may be projecting a date of exit anywhere from four to seven years into the future of the student's educational career, this shall be reviewed annually with the review of the student's progress toward meeting the Maryland high school graduation requirements. Based upon the annual review of the student's performance the IEP team may change this date, as appropriate. Please refer to graduation plan information.</p>
<p>Transfer of Rights at the Age of Majority, if applicable</p>	<p>IDEA requires that at least one (1) year prior to reaching age 18, the student with a disability be informed of his or her rights under IDEA which will transfer to him/her at age 18, if any, in accordance with State law.</p> <p>In Maryland, IDEA rights DO NOT do not transfer for students with disabilities, except under limited circumstances. In certain limited circumstances, all rights accorded to the parents under IDEA shall transfer to a student with a disability. This transfer occurs when the student reaches the age of 18 years, if the student has not been adjudged incompetent under State law and there is documentation that:</p> <ul style="list-style-type: none"> The parents are unavailable or unknown, and the student requests that the parental rights be transferred to the student rather than have a parent surrogate appointed; The parents have not participated in the special education decision making process for the student after repeated attempts by the public agency to involve the parents over the previous year; The parents have affirmatively rejected participation in the special education decision making process; The parents cannot participate in the special education decision making process due to prolonged hospitalization, institutionalization, or serious illness or infirmity of one or both of the parents and the parents

- have consented to the transfer of rights to the student;
- The parents cannot participate in the special education decision making process due to extraordinary circumstances beyond their control, and the parents have consented to the transfer of rights to the student; or
- The student is living outside of the parents' home and is not in the care or custody of another public agency.

If the parents of a student with a disability, with whom the student resides, do not consent to the transfer of rights to the student at the age of 18, and the student has not been adjudged incompetent under State law, either party may file for due process to determine whether the rights should be transferred.

If a parent surrogate in accordance with federal and State laws and regulations has represented a student with a disability, the public agency shall provide any written notice required under federal and State laws and regulations to both the student and parent surrogate. All other rights afforded the parent surrogate under IDEA shall transfer to the student if the student has not been adjudged incompetent under State law and the student requests that the rights transfer to the student. [Education Article §8-412.1, Annotated Code of Maryland]

TRANSITION ACTIVITIES

Transition services are coordinated set of activities for a student with a disability that is designed within a results oriented process that is to facilitate the student's movement from secondary school to postsecondary activities to support the student's postsecondary goal. This may include ongoing activities. Transition services should be comprehensive and well coordinated. When appropriate, a student's program should include both instruction (school-based activities) and community experiences (community-based activities).

The IEP in effect when the student with a disability turns 14 years of age and all subsequent IEPs must consider the need and identify transition services/activities to support the student's postsecondary goal. These services/activities include:

- Academic
- Employment Training
- Activities of Daily Living

- Independent Living
- Transportation

Transition Services/Activities

This text field provides the IEP team space to describe any services or linkages that participating agencies have agreed to provide.

All students receiving special education and related services, the IEP in effect when the student turns 14 years of age and all subsequent IEPs must consider the need for transition services.

- Academic
- Employment Training
- Activities of Daily Living
- Independent Living
- Transportation

NOTE:

It is recommended that, at a minimum, at least one measurable annual goal is included in the students IEP to address *Academic or Employment* skills based upon the student's desired postsecondary goal. Some students, as appropriate, may require specific skills training in the areas of *Activities of Daily Living, Independent Living or Transportation*.

Annual date student and parent were provided a copy of the Transition Planning Guide

Agency Linkage

If appropriate, was the student referred to the appropriate agency/agencies for transition and/or postsecondary services? Also was a representative from the agency/agencies invited to the IEP Team meeting, at which post school outcomes were discussed?

Documentation of that referral shall be maintained in the student's cumulative record.

Agency Linkage section has been redesigned to include radio buttons to indicated whether the student has been:

- (1) referred to a particular agency,
- (2) an agency representative has been invited to the IEP

- team meeting, and
- (3) whether services from any agency are anticipated for transition.

In the first two areas, an answer of “No”, or “N/A” will prompt the user for further explanation. The further explanation is to be recorded in the “If No or N/A, document basis for decision” narrative box.

The following are examples of further explanations for not referring a student to any participating agency.

- The student is not the eligible age for a referral
- The IEP Team has determined that that the student is not eligible for services based on the referral protocol for that agency.
- The student and parent do not want services
- The student and parent will do a self referral so the IEP team does not have to make the referral
- The student is already a client of the agency
- The student does meet financial eligibility for services

The following are examples of further explanations for not inviting an agency representative to the IEP Team meeting.

- The student and parent do not want services
- The IEP Team has determined that that the student is not eligible for services based on the referral protocol for that agency.

The following are examples of further explanation for selecting “N/A” for Agency Representative invite.

- The student is not the correct age based upon the referral protocol for the agency
- The student is already a client of the agency and there is no need to invite a representative

The third area for consideration is anticipated services for transition. This radio button is where the IEP team is to select the agency that they anticipate providing services during the first year that the student has exited school. The IEP team is to use the eligibility criteria listed in the “Transition Planning Guide” to determine the appropriate agency.

Added discussion field at the bottom of this page to give users a place to include other relevant decisions, discussions, explanations or information that may have contributed to the Transition decisions that have been made.

This page is left blank intentionally for future revisions, as appropriate.

SECTION

IV

GOALS

General Information

Measurable annual goals with accompanying short-term objectives or benchmarks should align with the present levels of academic achievement and functional performance. Annual goals and short-term objectives or benchmarks should relate directly to the information recorded under concerns/needs requiring specialized instruction. Specified annual goals and objectives should align with the grade level general education curriculum standards, functional performance requirements and the Maryland State Curriculum (SC).

The IEP includes measurable annual goals and short-term objectives or benchmarks that describe each student's expected learning outcomes. Annual goals are used to estimate what outcomes you can expect a student to achieve in an academic year based on the student's present level of academic achievement and functional performance considered and documented in Section II of the IEP. Short-term objectives and benchmarks describe meaningful intermediate outcomes between the student's current performance level and the annual goal.

Goal | Goals are specific, measurable, relate to the student's disability as it affects the student's performance and participation in the general curriculum with non-disabled peers to the maximum extent practicable, or appropriate preschool activities.

Goals should contain the qualities of being "SMART."

- S** Specific and descriptive
- M** Measurable
- A** Attainable and relevant
- R** Realistic and relevant
- T** Time limited (one year)

IEP Goal Writing Standards:

- Directly linked to an area identified within the student's present level of academic achievement and functional performance that describes how the

student's disability affects student performance requiring specialized instruction.

- Are achievable in relationship to the student's expected rate of progress, strengths, and needs
- Instructionally relevant
- Connected to student's grade level SC
- Written in observable, measurable terms
- Identify an ending level of performance
- Identify objective procedures for evaluating progress
- Written in terms that parents and professionals can understand
- Reasonably calculated to be accomplished in one year

**By MM·DD·YYYY
(optional)**

Each goal must quantify the length of time (by what date) the IEP team anticipates the student will be able to achieve the goal.

**How the team will
notify parent of
progress**

Describe the manner in which the parent of the student will be notified of progress of the student

How Often

Designate how often the parent shall receive the Progress Report:

- Weekly
- Bi-Weekly
- Monthly
- Interim
- Quarterly
- End of Marking Period
- Other (text filed)

COMAR 13A.05.01.09.B

ESY Goal

Identify whether or not this is a goal for which a student is to receive ESY services, or whether the IEP team has deferred making that decision until a later time. If the decision is deferred, document the reason for the deferral and the time frame in which the IEP team believes it will be appropriate to reconsider whether or not the student may or may not require the provision of ESY.

Evaluation Methods and Performance Criteria	<p>This area is designed so that one can select an evaluation procedure for the goal statement. Evaluation procedures and performance criteria should be individually determined based on the student's present level of academic achievement and functional performance and the task demands of general education or appropriate preschool activities.</p> <p>It is necessary to specify the manner in which the goal shall be measured, i.e., a percent change, number of trials, standard score increase, months of growth, etc. in this area. When taken as a whole, the evaluation procedures and performance criteria should be measurable, objective, and clear.</p>
Objective (Benchmark)	<p>Describe meaningful intermediate outcomes between the student's current performance level and the measurable annual goal.</p>
Progress Toward Goal	<p>The area at the bottom of the page entitled <i>Progress Toward Goal</i> provides the service provider a place to record student progress.</p> <p>There are four progress codes:</p> <ul style="list-style-type: none"> • Achieved • Making sufficient progress to meet goal • Newly Introduced skill progress not measurable at this time • Not making sufficient progress to meet the goal • Not yet introduced <p>A text field is provided under the progress codes to record evaluative data and a narrative description of the student's progress.</p> <p>In the shaded column on the left side of the page, space is provided to report on progress toward achieving the goal. Enter the date for evaluating the student's progress.</p>

This page is left blank intentionally for future revisions, as appropriate.

SECTION

V

SERVICES

SPECIAL EDUCATION SERVICES

Service Nature

Nature refers to the type of service, regardless of the frequency. This field is completed to address each special education services to be provided to the student, as determined by the student's IEP team.

Classroom Instruction	Specially designed instruction conducted in the classroom, home, hospital, institution. May include transition, vision, or career technology services if services are provided as specially designed instruction.
Physical Education	Instruction in physical and motor fitness, fundamental motor skills and patterns, special physical education (adapted physical education, movement education, and motor development). These are services other than such services that are provided by an occupational therapist or physical therapist.
Speech/Language Therapy	Instruction in speech and language skills provided by or in consultation with a speech/language pathologist.
Travel Training	Instruction, as appropriate, to students with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
Location	Indicate the location of service as either: <ul style="list-style-type: none">• General Education• Outside General Education*

***NOTE:**

Each time the IEP team identifies a service as requiring the provision of services outside of a general education setting, the IEP team is required to explain **WHY** that service **CANNOT** be provided in general education with the use of supplementary aids, services, program modifications, and supports.

Service Description

Number of Sessions | Indicate the number of times the student will receive the service. **This is optional for classroom instruction only.** For all other services, this is a required field. If the student requires a specific number of sessions not listed, select other. The option of "Other" includes a text field to specify the number of sessions.

Length of Time | Describe how often the service is to occur in terms of:

- Hours
- Minutes

Frequency | Describe how often the service is to occur in terms of:

- Daily
- Weekly
- Monthly
- Yearly
- Only once
- Quarterly
- Semi-Annually

The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.

	See Appendix H Technical Assistance Bulletin 21
	Documentation of Delivery of Related Services for guidance relative to frequency and duration.
Begin Date	The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.
End Date	The month, day and year this service will end.
Duration	Indicate the total number of weeks of service.
	The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.
	See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.

Providers

Primary	Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.
Other	If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.
Summary of Service	The total time of each service calculated in terms of total number of hours and minutes described in terms of: <ul style="list-style-type: none"> • Weekly • Monthly; or • Yearly; and • Hours and Minutes

ESY Service Nature	Describe the special education service(s) the student is to receive, as appropriate. Complete all available fields as stated previously for service description.
Discussion of Service(s) Delivery	Available text field to describe the IEP team's discussion relative to the nature of service delivery for each or any of the services to ensure service providers and parent understand the unique nature of the service(s).

RELATED SERVICES

Service Nature

Developmental, corrective and other supportive services that the student's IEP team identifies that the student requires to assist him or her to benefit from special education.

NOTE:

Federal and State regulations [34 C.F.R. §300.34(c)(16); COMAR 13A.05.01.03B(81)] define transportation as a service which includes:

- a) Travel to and from school and between schools;
- b) Travel in and around school buildings; and
- c) Specialized equipment, such as special or adapted buses, lifts, and ramps, if required to provide special transportation for a student with a disability.

Each student's IEP team, which includes the child's parent along with local school personnel, determines the services that are needed for an individual student to receive FAPE. Each student's IEP team determines the student's need for specialized transportation and is required to reflect that need on the student's IEP. Specialized transportation must be provided in accordance with the IEP at public expense and at no cost to the parents. Nothing in IDEA requires the provision of a service to a student unless the student's IEP team has determined that the service is required in order for the student to benefit from special education and has included that service in the student's IEP.

Audiological Services	Identification of students with hearing loss; determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation, and speech conservation; creation and administration of programs for prevention of
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	hearing loss; counseling and guidance of students, parents, and teachers regarding hearing loss; and determination of the student's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
Psychological Services	Administering/interpreting psychological and educational tests, and other assessment procedures; obtaining/interpreting information about student behavior and conditions relating to learning; consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological assessments, interviews, and behavioral evaluations, and psychological counseling for students and parents.
Occupational Therapy	Services provided by a qualified occupational therapist. The service may include: improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
Physical Therapy	Services provided by a qualified physical therapist.
Recreation	Assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.
Early Identification & Assessment	The implementation of a formal plan for identifying the educational needs and the disability of a student under the age of five.
Counseling Services	Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
School Health Services	Services provided by a qualified school nurse or other qualified person.
Social Work Services	Preparing a social or developmental history on a disabled student; group and individual counseling with the student and family; working with these problems in a student's living situation that affect the student's adjustment in school; and mobilizing school and community resources to enable the student to receive maximum benefit from his or her educational program.

Parent Counseling and Training	Assisting parents in understanding the special needs of their student, providing parents with information about student development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their student's IEP.
Rehabilitative Counseling	Evaluation for and provision of counseling for adjustment/evaluation for potential jobs.
Orientation & Mobility Training Services	Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching the students the following, as appropriate: spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); to use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; to understand and use remaining vision and distance low vision aids; and other concepts, techniques, and tools.
Assistive Technology Services	<p>Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. This includes:</p> <ul style="list-style-type: none"> • The evaluation of the needs of a student with disabilities, including a functional evaluation of the student in the student's customary environment; • Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities; • Selecting, designing, fitting, customizing, adapting, applying, • Maintaining, repairing, or replacing assistive technology devices; • Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; • Training or technical assistance for a student with disabilities, or, where appropriate, the student's family; and • Training or technical assistance for professionals

	<p>(including individuals providing education and rehabilitation services),</p> <ul style="list-style-type: none"> • Employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of a student with disabilities.
Medical Services (Diagnostic and Evaluation)	Services provided by a licensed physician to determine a student's medically related disability, which results in the student's need for special education and related services.
Other Therapies	Art/Drama/Dance Therapy or a service provided as a related service not listed, indicate the name of the service in this field
Interpreting Services	When used with respect to students who are deaf or hard of hearing. Interpreting services include: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and special interpreting services for students who are deaf-blind.
Speech/Language Therapy	Instruction in speech and language skills provided by a speech/language therapist as a related service in order for the student to benefit from special education.
Nursing Services	Services provided by a qualified nurse or other qualified person.
Transportation	The only data fields to be included for this particular service are, "Service Nature", "Begin Date", and "End Date".
Location	<p>Indicate the location of service as either:</p> <ul style="list-style-type: none"> • General Education • Outside General Education* <p>*NOTE: Each time the IEP team identifies a service as requiring the provision of services outside of a general education setting, the IEP team is required to explain WHY that service CANNOT be provided in general education with the use of supplementary aids, services, program modifications, and supports.</p>

Service Description

Number of Sessions	Indicate the number of times within a week the student will receive the service. This field is required for all related services. If the student requires a specific number of sessions not listed, select other. The option of "Other" includes a text field to specify the number of sessions.
Length of Time	Describe the length of time the service is to occur in terms of: <ul style="list-style-type: none">• Hours• Minutes
Frequency	Describes how often the service is to occur in terms of: <ul style="list-style-type: none">• Weekly• Daily• Monthly• Yearly• Only Once• Quarterly• Semi-Annually <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p> <p>See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.</p>
Begin Date	The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.
End Date	The month, day, and year the service ends.

Duration	<p>Indicate the total number of weeks of service.</p> <p>The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.</p> <p>See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.</p>
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Providers

Primary	Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.
Other	If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.
Summary of Service	<p>The total time of each service calculated in terms of total number of hours and minutes described in terms of:</p> <ul style="list-style-type: none"> • Weekly • Monthly; or • Yearly, and • Hours and Minutes

ESY Service Nature | Describe the special education service(s) the student is to receive, as appropriate. Complete all available fields as stated previously for service description.

Discussion of Service(s) Delivery Including Description of Transportation Services, if Provided | Available text field to describe the IEP team's discussion relative to the nature of service delivery for each or any of the services to ensure service providers and parent understand the unique nature of the service(s).

CAREER AND TECHNOLOGY EDUCATION SERVICES

Career and Technology Education Program w/Support Services | A program which may include, but not be limited to, such vocational support services as vocational assessment and evaluation, guidance, counseling and career development activities, adaptation of curriculum, individualized instruction and special services which enable disadvantaged and students with disabilities to succeed in their general vocational programs. A vocational support team usually provides these services.

Vocational Evaluation | An individualized and comprehensive systematic process which evaluates a student's interests, aptitudes, achievements and work attitudes to identify possible areas for vocational placement. This evaluation process, which occurs in a specially designed unit or lab, simulates a work environment in identifying a student's vocational strengths, needs and potentials. This may be an interagency service (i.e., DORS evaluation).

Special Education Program w/ Pre-Vocational Objectives | A series of direct instructions or activities that are driven by goals and objectives on an individual student's IEP related to pre-vocational skills (e.g., career identification, learning styles, work conditions and job awareness activities). The instructions and activities can take place within school, community or vocational settings. All of the instruction and activities are delivered, monitored and supervised by special education personnel. Any activity done outside the school must adhere to the Department of Labor regulations regarding a training site.

Location | Indicate the location of service as either:

- General Education
- Outside General Education*

***NOTE:** Each time the IEP team identifies a service as requiring the provision of services outside of a general education setting, the IEP team is required to explain **WHY** that service **CANNOT** be provided in general education with the use of supplementary aids, service, program modifications, and supports.

Service Description

Number of Sessions | Indicate the number of times within a week the student will receive the service. **This is optional for classroom instruction.** For all other services, this is a required field. If the student requires a specific number of sessions not listed, select other. The option of “Other” includes a text field to specify the number of sessions.

Length of Time | Describe the length of time the service is to occur in terms of:

- Hours
- Minutes

Frequency | Describes how often the service is to occur in terms of:

- Daily
- Weekly
- Monthly
- Yearly
- Only once
- Quarterly
- Semi-annually

The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student’s ability to make progress in the general curriculum. Factors such as “administrative convenience “ or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service.

	See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.
Begin Date	The month, day and year this service will begin. This date must be equal to or after the IEP team meeting date.
End Date	The month, day, and year the service ends.
Duration	Indicate the total number of weeks of service. The frequency and duration indicated as appropriate within the IEP must be tailored to address the unique needs that affect the student's ability to make progress in the general curriculum. Factors such as "administrative convenience " or specific staffing issues are not acceptable reasons for utilizing frequencies such as 20 times yearly or 20 times only. A more accurate description of the frequency of a service should be utilized to provide families and service providers a clear understanding of the frequency of service. See Appendix H Technical Assistance Bulletin 21 Documentation of Delivery of Related Services for guidance relative to frequency and duration.

Providers

Primary	Indicate the provider/agency with the primary responsibility for the delivery, documentation and accountability for the provision of the service to the student with a disability.
Other	If more than one provider/agency is responsible for the provision of the service, identify the other provider/agency responsible for delivery, documentation, and accountability for the provision of the service to the student with a disability.
Summary of Service	The total time of each service calculated in terms of total number of hours and minutes described in terms of: <ul style="list-style-type: none"> • Weekly • Monthly; or • Yearly, and • Hours and Minutes

ESY Service Nature | Describe the special education service(s) the student is to receive, as appropriate. Complete all available fields as stated previously for service description.

Discussion of Service(s) Delivery | Available text field to describe the IEP team's discussion relative to the nature of service delivery for each or any of the services to ensure service providers and parent understand the unique nature of the service(s).

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**LEAST RESTRICTIVE ENVIRONMENT (LRE)
DECISION MAKING & PLACEMENT SUMMARY**

When making a placement decision, the IEP team must consider the least restrictive environment (LRE). The placement decision determines where the student's special education instruction will occur. This decision is made by the IEP team and is based on the student's IEP. The student must be educated in the school that he or she would attend if not disabled unless the IEP indicates that another school is appropriate. The IEP team must consider placement closest to the student's home, if the student is not in the school the student would attend if not disabled.

LRE means that students with disabilities are educated with students without disabilities to the maximum extent appropriate. Students with disabilities must not be placed in special classes or separate schools unless education in regular education classes with supplementary aids, services, program modifications, and supports cannot be achieved satisfactorily. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of the services that he or she needs. The student may not be removed from education in age-appropriate general education classes solely because of needed modifications in the general curriculum.

The LRE mandate of the IDEA requires students with disabilities to receive their education in general education settings to the maximum extent appropriate. If such a setting is not appropriate, the student is to receive his or her education in a setting with the least amount of segregation from the student's nondisabled peers, as possible. In short, the LRE relates to the settings **WHERE** a student with a disability receives special education services, and how much **TIME** is spent in those settings, **NOT WHAT SERVICES** a student is to receive.

Placement decisions **CANNOT** be solely based on:

- Category of the student's disability;
- Severity of the student's disability;
- Language and communication needs;
- Needed modifications in the general curriculum;

- Configuration of the public agency’s delivery system;
- Availability of space or educational or related services; or
- Administrative convenience.

<p>Placement Options Considered</p>	<p>If the student is removed from natural environments with nondisabled peers (3-5) or from general education instructional settings (6-21) the IEP team needs to document other less restrictive options considered, including WHY services CANNOT be delivered in less restrictive settings with the use of supplementary aids, services, program modifications, and supports provided in the natural environment or general education setting with nondisabled peers.</p>
<p>If Removed from General Education, Explain Why Services CANNOT be Provided in the General Education Environment</p>	<p>IDEA requires a justification for the removal of the student from general education settings. This includes a specific explanation of WHY services CANNOT be provided in general education classroom settings with supplementary aids, services, program modifications, and supports.</p> <p>The response must describe why the IEP team recommends that the student be removed from general education classes, what supplementary aids, services, program modifications, and supports were considered and rejected, why these services cannot be provided in general education settings.</p> <p>IDEA REQUIRES placement of special education students in regular classrooms “to the maximum extent appropriate” with the use of supplementary aids, services, program modifications, and supports provided in the general education classroom. Thus, the decision as to whether any particular student should be educated in a general education classroom setting, all of the time, part of the time, or none of the time, is dependent on the needs and abilities of the particular student, and SHOULD NOT be based solely upon:</p> <ul style="list-style-type: none"> • Category of the student’s disability; • Severity of the student’s disability; • Language and communication needs; • Needed modifications in the general curriculum; • Configuration of the public agency’s delivery system; • Availability of space or educational or related services; or • Administrative convenience.

Document Basis of Decision(s) (required)	<p>A required text field for an IEP team to provide additional information to document the basis of the IEP team’s decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:</p> <ul style="list-style-type: none"> • A description of the action proposed or refused; • An explanation of why the public agency proposes or refuses to take the action; • A description of the options the public agency considered and the reason the options were rejected; • A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal; • A description of any other factors relevant to the proposed or refused action;- • A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and • If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.
	[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]
Total Time in School Week	Indicate the total hours and minutes in a school week
Total Time Outside General Education	Indicate the total hours and minutes in a school week the student is removed from general education settings.
Total Time In General Education	Indicate the total hours and minutes in a school week the student is in general education settings.
	<p>NOTE: The total amount of time in a school week is based on the actual hours and minutes of the school day. The time of the school day may vary.</p>
	<p>The calculation of hours is based on the time outside the general education classroom versus inside the general education classroom. Subtract the total time outside of general education based on the services listed on the Services pages of the IEP. This should indicate the total time in general education. You are subtracting from the total time in the school week.</p>

**Special
Education
Placements
(3-5)**

Attending a Regular Early Childhood Program for at Least 10 Hours per Week and Receiving the Majority of Special Education and Related Services in That Setting. Early childhood programs include, but are not limited to:

- Head Start;
- kindergarten;
- reverse mainstream classrooms;
- private preschools;
- preschool classes offered to an eligible pre-kindergarten population by the public school system; and
- group student care.

Attendance at an early childhood program need not be funded by IDEA, Part B funds.

Attending a Regular Early Childhood Program for at Least 10 Hours per Week and Receiving the Majority of Special Education and Related Services in Some Other Location.

Attending a Regular Early Childhood Program Less Than 10 Hours per Week and Receiving the Majority of Special Education and Related Services in That Setting.

Attending a Regular Early Childhood Program Less Than 10 Hours per Week and Receiving the Majority of Special Education and Related Services in Some Other Location.

If the student does not attend a regular early childhood program or kindergarten, the next factor to consider is whether the student attends a special education program, as defined below. Report the student according to the location of the special education program. Report the student in one of these environments even if the student also receives special education at home or in a service provider location.

Service provider location. Students who receive **all** of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices,
- clinicians' offices located in school buildings,
- hospital facilities on an outpatient basis, and
- libraries and other public locations.

Do not include students who also received special education at home. Students who received special education both in a service provider location and at home should be reported in the home category.

Home. Students who receive special education and related services in the principal residence of the student's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include students who receive special education both at home and in a service provider location. The term caregiver includes babysitters.

Separate class. Students who attend a special education program in a class with less than 50% nondisabled peers. (Do not include students who also attended a regular early childhood program as listed above.

Public Separate Day School. Students who receive education in public day school designed specifically for students with disabilities. Do not include students who also attended a regular early childhood program.

Private Separate Day School. Students who receive education in a private day school designed specifically for students with disabilities. Do not include students who also attended a regular early childhood program.

Public Residential Facility. Students who receive education programs in publicly operated residential schools or residential medical facilities on an inpatient basis. Do not include students who also attended a regular early childhood program.

Private Residential Facility. Students who receive education in privately operated residential schools or residential medical facilities on an inpatient basis. Do not include students who also attended a regular early childhood program.

**Special
Education
Placements
(6-21)**

In Regular Education Settings 80% or more of the time.

6-21 year old student enrolled in a comprehensive school that receives special education and related services inside general education settings 80% or more of the school day, This may include students with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

In Regular Education Settings Between 40% and 79% of the time.

6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education settings between 40% and 79% of the school day.

These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Do not include students who are reported as receiving education programs in public or private separate school or residential facilities. This may include students placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

In Regular Education Settings Less Than 40% of the time.

6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education setting less than 40% of the school day. Do not include students who are reported as receiving education programs in public or private separate school or residential facilities.

This category may include students placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

Public Separate Day School. 6-21 year old student who receives special education and related services for greater than 50% of the school day in a public separate day facility that ***does not house programs for students without disabilities.***

Private Separate Day School. 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private separate day facility that ***does not house programs for students without disabilities.***

Public Residential Facility. 6-21 year old student who receives special education and related services greater than 50% of the school day in a public residential facility.

Private Residential Facility. 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private residential facility.

Homebound Placement. 6-21 year old student who receives special education instruction at home. Do not include students with disabilities whose parents have opted to "home-school" them and who receive special education at the public expense.

Hospital Placement. 6-21 year old who receives special education in a medical treatment facility on an in-patient basis.

Correctional Facility. 6-21 year old who receives special education in correctional facilities. These data are intended to be a count of all students with disabilities receiving special education in:

- short-term detention facilities (community-based or residential), or
- local and state correctional facilities.

Parentally Placed In Private School. 6-21 year old student who is enrolled by their parents in a religiously affiliated or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local school system under a service plan. **Do not** include students who are placed in private schools by the local school system or public agency in order to receive free appropriate public education.

Potential Harmful Effects

Consideration is given to any potential harmful effect on the student or on the quality of the services that he or she needs.

Indicate **YES** or **NO**

NOTE:

The student **MAY NOT** be removed from education in age-appropriate general education classes solely because of needed accommodations or modifications in the general curriculum.

If YES, Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Services in Home School

Indicate **YES** or **NO**

If NO, Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered

- and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Is the Placement as Close as Possible to the Student's Home?

Indicate **YES** or **NO**

If NO, Document Basis for Decision(s) (required)

A required text field for an IEP team to provide additional information to document the basis of the IEP team's decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;-
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

Consideration of Transportation Needs

Is the Related Service "Transportation" needed based on the unique needs of the student or to allow the student access to special education services

Indicate **YES** or **NO**

NOTE: COMAR 13A.05.01.10C(1)(e) requires the following: If the student's IEP team determines the student cannot be educated in the school or typical early childhood setting the student would attend if not disabled, the IEP shall document the specialized transportation needs of the student, including consideration of the effect transportation may have on the student in relation to the:

- i) Student's age and disability;
- ii) Specialized equipment needs of the student;
- iii) Personnel needed to assist the student during transportation;
- iv) Amount of time involved in transporting the student; and
- v) Distance the student will be transported.

If a student is not attending the school he or she would attend if not disabled, or is in need of specialized equipment in order to attend his or her school, the IEP team is required to consider the student's need for specialized transportation in order to enable the student to benefit from special education.

Is Specialized Equipment Needed?

Indicate **YES** or **NO**

If YES, Document All Specialized Equipment Needed

If "Yes" **Document** all specialized equipment the student needs for transportation.

Personnel Needed To Accommodate Student During Transportation
If YES, Explain

Indicate **YES** or **NO**

If "**Yes**" explain the type/role of personnel needed to accommodate the student during transportation.

Are Other Supports Needed to Accommodate the Student During Transportation? If YES Explain

Indicate **YES** or **NO**

If **“Yes”** explain / describe the supports needed to accommodate the student during transportation.

Document Basis for Decision(s) (required)

Describe the IEP team’s discussion relative to the discussion of consideration of age and disability, time and distance involved in travel, and unique needs of the student in determining need for the related service transportation to ensure service providers and parent understand the unique nature of the service(s).

NOTE:

A required text field for an IEP team to provide additional information to document the basis of the IEP team’s decision. If addressed properly, documentation will meet requirements of prior written notice (PWN), in accordance with 34 C.F.R. §300.503 and COMAR 13A.05.01.12, PWN includes:

- A description of the action proposed or refused;
- An explanation of why the public agency proposes or refuses to take the action;
- A description of the options the public agency considered and the reason the options were rejected;
- A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal;
- A description of any other factors relevant to the proposed or refused action;
- A list of sources a parent may contact to obtain assistance in understanding the provisions of IDEA; and
- If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent.

[20 U.S.C §1415; 34 C.F.R. §300.503; COMAR 13A.05.01.12]

<p>Explanation, if the Student WILL NOT Participate with Nondisabled Peers in Academic, Nonacademic, and Extracurricular Activities</p>	<p>The IEP team must specify the extent to which a student WILL NOT participate in general education classes and in extracurricular and other nonacademic activities.</p>
<p>Residence County</p>	<p>The public jurisdiction where the parent of the student resides and the jurisdiction in which the student would attend school if he or she did not have a disability.</p>
<p>Residence School</p>	<p>The neighborhood school the student would attend if he or she did not have a disability. This includes students who are home-schooled, parentally placed in a private school, and homeless, unknown school.</p>
<p>Service County</p>	<p>The public agency responsible to provide the special education services. This includes local school systems, Department of Juvenile Services (DJS); MSDE operated juvenile facilities, Adult Correctional Facilities, Maryland School for Blind, and Maryland School for Deaf.</p>
<p>Service School</p>	<p>The public agency school, nonpublic school, or private school where the student receives his or her special education services and related services. This includes students who are home-schooled, parentally placed in a private school, and homeless, unknown school.</p>

STUDENT COUNT ELIGIBILITY CODES

<p>Eligibility 1</p>	<p>A student with a disability enrolled in a public school or placed in a nonpublic school by the public agency to receive free appropriate public education (FAPE).</p>
<p>Eligibility 2</p>	<p>A student with a disability parentally placed in a private school within the jurisdiction of the local school system that is receiving a service(s) from the local school system through a</p>

- service plan.
- Eligibility 3** A student with a disability parentally placed in a private school within the jurisdiction of the local school system and who is not receiving services through a service plan.
- Eligibility 4** An eligible public school student with a disability not receiving services due to parent refusal to initiate special education and related services.
- Eligibility 6** A child, under the age of 3 determined eligible for Part B preschool special education and related services, and the child's parents provide consent for their child to continue early intervention services through an IFSP (Extended IFSP Option).

SECTION

VII

AUTHORIZATION(S)

**CONSENT FOR THE INITIATION OF SERVICES
(Initial IEP Only)**

**Consent for
Initiation of
Services**

A public agency shall obtain written parental consent before the initial provision of special education and related services to a student with a disability.

A public agency **SHALL NOT** provide special education and related services consistent with 20 U.S.C. §1414(a)(1)(D)(ii)(II) and 34 C.F.R. §300.300(b)(3) if a student's parent:

- 1 Refuses to provide the public agency written consent for the initiation of special education and related services;
or
- 2 Fails to respond to a request by the public agency to provide written consent for the initiation of special education and related services.

If a parent of a student with a disability refuses to provide the initial written consent, the public agency shall not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the student for failing to provide the student with the special education and related services for which the public agency sought parental consent consistent with 20 U.S.C. §1414(a)(1)(D)(ii)(III)(aa) and 34 C.F.R. §300.300(b)(4)(i).

The public agency shall not be required to convene an IEP team meeting or develop an IEP for the special education and related services for which the public agency requests initial consent consistent with 20 U.S.C. §1414(a)(1)(D)(ii)(III)(bb) and 34 C.F.R. §300.300(b)(4)(ii).

Once services have started, parental consent is not required

in order to implement any future changes to the student's special education services. After the initiation of special education and related services, a public agency and parent may propose changes to the student's services or placement at an IEP team meeting. When a public agency or parent proposes to change the student's services or placement, the public agency is required to provide the parent with PWN of the proposed changes or refusals.

NOTE:

Public agency personnel shall request the local school superintendent or administrative head of the public agency to appoint a parent surrogate to represent the student at any point in the educational decision making process if it is suspected that the student may be disabled and if:

- The student is a ward of the State;
- The student is an unaccompanied homeless youth;
- The parents of the student are unknown or unavailable;
or
- The student's rights have not been transferred, in accordance with Education Article §8-412.1, Annotated Code of Maryland.

MEDICAL ASISTANCE

Student Eligibility for Medical Assistance (MA)	Indicate YES or NO
MA Number	If the student is a recipient of Medical Assistance enter the student's MA number.
Parental Consent for Service Coordination and Health Related Services	<p>An IEP team determines that the recipient of Medical Assistance (MA) is a student with disabilities who:</p> <ul style="list-style-type: none"> • Is eligible for special education and related services; and • Requires the provision of special education and health related services. <p>The student's parent elects, on the student's behalf, to receive service coordination and health related services as specified</p>

in the student's IEP. In accordance with COMAR 10.09.52, the student's parent is required to identify the MA Service Coordinator(s).

Each time the student's IEP is reviewed or revised, a public agency or provider agency must provide parent(s) written notice of public benefits, in accordance with 34 C.F.R. §300.154(d)(2)(iv)(A)

Each time the student's IEP is reviewed or revised, a public agency or provider agency must obtain written parental consent for the selection of the MA-Service Coordinator.

In accordance with 34 C.F.R. §300.154(d)(2)(iv), parents are required to provide one-time only consent to access public benefits, after receiving written notice consistent with 34 C.F.R. §300.154(d)(2)(v),

By providing consent the parent understands and agrees in writing that the public agency may access their child's Medicaid to pay for services provided to their child.

NOTE:

If the student's parent refuses consent for MA service coordination or access to public benefits, the provider agency is not relieved of its responsibility to provide all required health related services at no cost to the parents.

This page is left blank intentionally for future revisions, as appropriate.

APPENDIX

A

Statewide Individualized Education Program (IEP) Form

The following document is a PDF copy of the Maryland Statewide Individualized Education Program (IEP) form. The enclosed document becomes effective July 1, 2015.

APPENDIX

B

**Individuals with Disabilities
Education Act (IDEA) 2004
Federal Regulations
34 C.F.R. §§300 & 303**

The following document is a PDF copy of final federal regulations for the Individual with Disabilities Education Act (IDEA) of 2004 published in the Federal Register on August 14, 2006. The regulations were effective October 13, 2006. Supplemental regulations were released December 1, 2008, effective December 31, 2008.

APPENDIX

C

**Code of Maryland Regulations
(COMAR)**

The following document is a PDF copy of four chapters of COMAR that are specifically relevant to student with disabilities. These regulations may also be accessed online at: <http://www.dsd.state.md.us>

COMAR 13A.05.01	Provision of a Free Appropriate Public Education
COMAR 13A.05.02	Administration of Services for Students with Disabilities
COMAR 13A.08.03	Discipline of Students with Disabilities
COMAR 13A.08.04	Student Behavior Interventions

Parentally Placed Private School Students with Disabilities

The following documents are provided to assist local school systems and IEP teams to address the issues relative to parentally placed private school students with disabilities.

Statutory Comparison of IDEA 1997 to IDEA 2004

OSEP Topical Brief – Children with Disabilities Enrolled by Their Parents in Private School

OSEP Question & Answer Document – Children with Disabilities Enrolled by Their Parents in Private School

IDEA Regulations, Appendix B Calculation of Proportionate Share

U. S. Department of Education, Office of Special Education Programs (OSEP) Topical Briefs

The following documents produced by the U. S. Department of Education, Office of Special Education Programs (OSEP) are included to provide local school systems and IEP teams access to current information is specific issues that changed with the reauthorization of IDEA in 2004.s

Alignment with NCLB

Changes in Evaluation and Reevaluation

Discipline

Disproportionality

Early Intervening Services (EI)

Highly Qualified Teachers (HQT)

Identification of a Specific Learning Disability (SLD)

Individualized Education Program (IEP)

Individualized Education Program (IEP) Team Meetings and Changes to the IEP

Monitoring and Enforcement

National Instructional Materials Accessibility Standards (NIMAS)

Procedural Safeguards – Mediation

Procedural Safeguards – Resolution Meetings and Due Process Hearings

Procedural Safeguards – Surrogate Parents, Notice, and Parental Consent

Secondary Transition

State Complaint Procedures

APPENDIX

F

**U. S. Department Of Education,
Office Of
Special Education Programs
(OSEP)
Q & A Documents**

The following Q&A documents produced by the U. S. Department of Education, Office of Special Education Programs (OSEP) are included to provide local school systems and IEP Teams access to current information is specific issues that changed with the reauthorization of IDEA in 2004.

Discipline

Highly Qualified Teachers (HQT)

IEP, Evaluation, and Reevaluation

Monitoring and Enforcement

National Instructional Materials Accessibility Standards (NIMAS)

Procedural Safeguards and Due Process Procedures

Response to Intervention (RtI) and Early Intervening Services (EI)

Division of Special Education/ Early Intervention Services Publications

The following publications, produced by the Division of Special Education/Early Intervention Services, are included to provide local school systems and IEP teams access to current information on specific issues.

Procedural Safeguards – Parental Rights

Building IEPs with Maryland Families: What A Great IDEA!

Stepping Ahead to Success: Transition at Age Three

Understanding the Evaluation, Eligibility, and Individualized Education Program (IEP) Process in Maryland

Fact Sheet 1 – Addressing Disproportionality

Fact Sheet 3 – Multiple Day Accommodations

Facilitated IEP Team Meetings in Maryland: An Introduction and Frequently Asked Questions for Parents and Public Agency/School Personnel

IDEA Dispute Resolution Processes Comparison Chart

Special Education State Complaint Resolution Procedures

A Parent's Guide to Frequently Asked Questions about the State Complaint Procedures

State Complaint Form

A Parent's Guide to Frequently Asked Questions about Mediation Procedures

A Parent's Guide to Frequently Asked Questions about Due Process Complaint Procedures

Request for Mediation and Due Process Complaint Form

Division of Special Education/ Early Intervention Services Technical Assistance Bulletins

The following publications, produced by the Division of Special Education/Early Intervention Services, are included to provide local school systems and IEP teams access to current information on specific issues.

Technical Assistance Bulletin 20 Provision of Accessible Copies of Documents to Parents

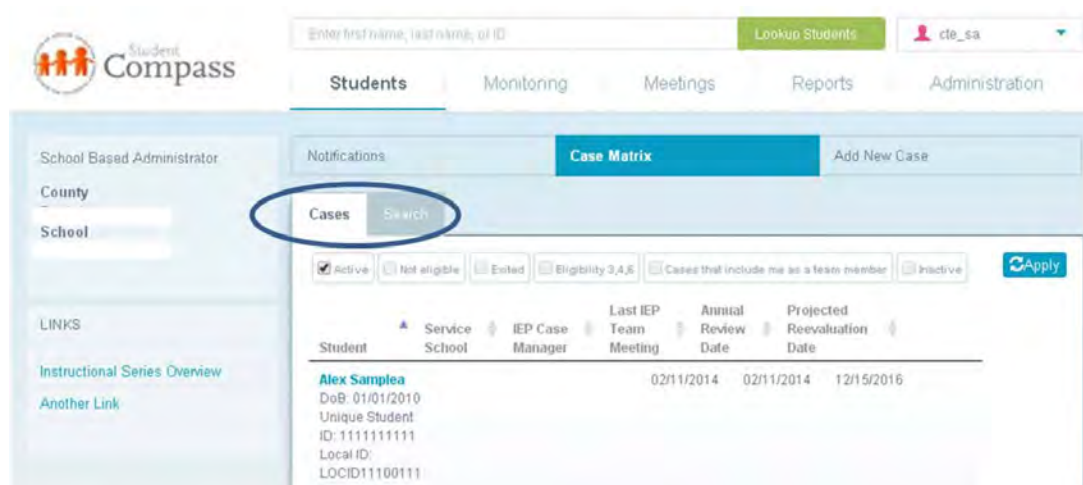
Technical Assistance Bulletin 21 Documentation of Delivery of Related Services



- MD Online IEP System User Guide
- Orientation
- Getting Started
- Locating a Student's Case
- Student Section, Student Matrix, Case Load Tab**
- Student Section, Student Matrix, Search Tab
- Student Compass: Aggregate Level
- Student Compass: Student Level
- Meetings
- IEP Development
- Identifying Information
- Eligibility
- Participation
- Present Levels
- Special Considerations
- Goals
- Services
- LRE and Placement Summary
- Additional IEP Functions
- Transferring and Exiting Students
- Forms and Logs
- Reports
- Additional Case Level Functions
- County Level/Data Manager Functions
- Managing User Accounts
- Editing Demographic Information
- Technical Support & Troubleshooting

Student Section, Student Matrix, Case Load Tab

The **Cases** tab is located in the **Student Compass Module, Student Matrix** section, and can be accessed from the first screen present after logging into the MD Online IEP. If the user's caseload is small enough (ex. Teacher account with assigned caseload), the **Notification page** will automatically be available when logging into the system and the user can easily navigate to. Or, if the first screen when logging into the system is the **Search** button, the **Cases** tab is accessible as the tab to the left. Depending on the user's level of access, a varying number of students will appear. For a teacher, this will be a list of students assigned to their caseload. For a school based administrator this will be a list of every student in their school. Select a student's name to access the student's case.



Tip: If the list of students is greater than 50, the user will enter the MD Online IEP system on the **Search** tab. Choose **Cases** tab to see the list of accessible students available to the user. If the list is extensive, use of **Search** tab would be the only way to locate a student case.



Maryland State Department of Education

Maryland Online IEP

MSDE Division of Special Education and Early Intervention Services



MD Online IEP System User Guide

Orientation

Getting Started

Locating a Student's Case

Student Section, Student Matrix, Case Load Tab

Student Section, Student Matrix, Search Tab

Search for a Case
Add New Case

Student Compass: Aggregate Level

Student Compass: Student Level

Meetings

IEP Development

Identifying Information

Eligibility

Participation

Present Levels

Special Considerations

Goals

Services

LRE and Placement Summary

Additional IEP Functions

Transferring and Exiting Students

Forms and Logs

Reports

Additional Case Level Functions

County Level/Data Manager Functions

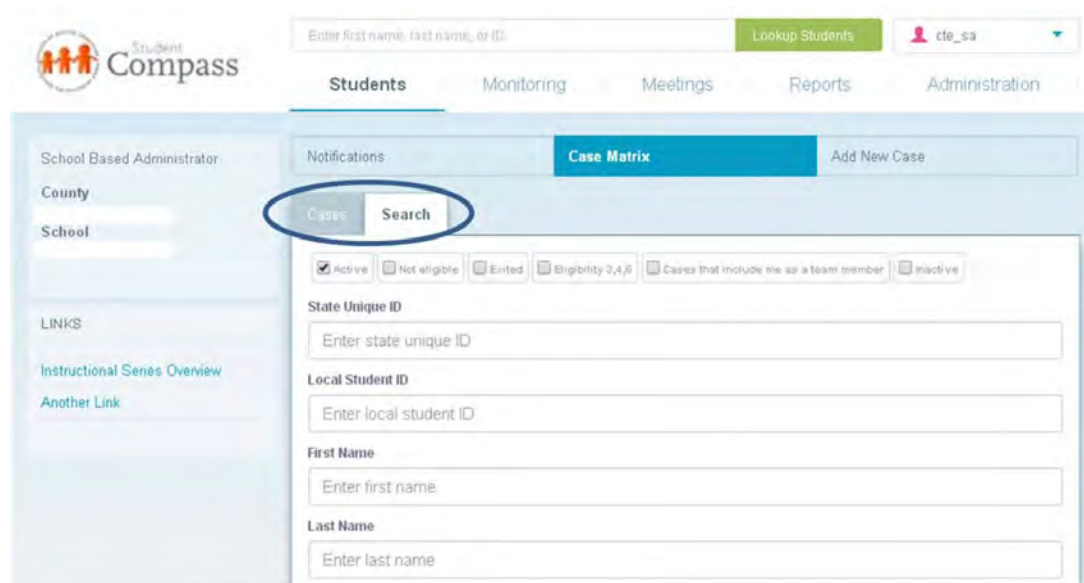
Managing User Accounts

Editing Demographic Information

Technical Support & Troubleshooting

Student Section, Student Matrix, Search Tab

Searching for a specific student can be done by utilizing the **Search tab** in the **Student Compass module**, **Student Section**, **Student Matrix section**. Demographic data can be entered into the fields provided before selecting the **Search button** to produce a list of possible matches or the student of choice. The results are limited by the amount of detailed information provided in the demographic fields in relation to the user's access permissions and student records in the system.



Tip: Using filters significantly narrows the search for a student. If the student cannot be located through initial search, try using fewer filters. Try using only Unique Student ID or only the last name. Be aware that names can have many different variations in spelling so sometimes searching by the first letter or first few letters of the last name may be helpful.



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Maryland Online IEP

MSDE Division of Special Education and Early Intervention Services



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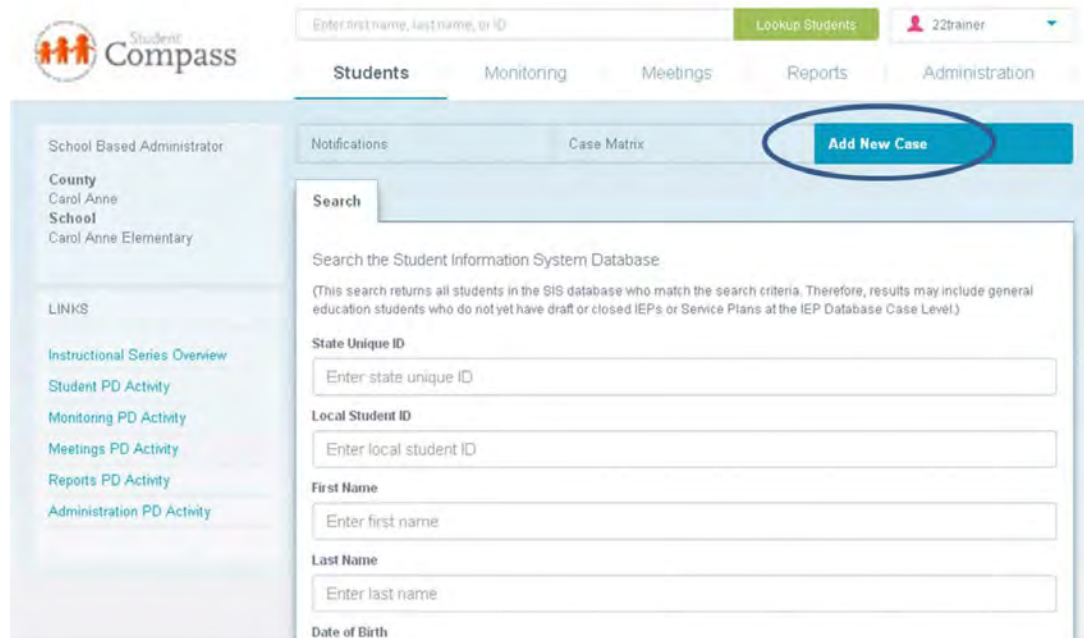
Technical Support & Troubleshooting

Create Child

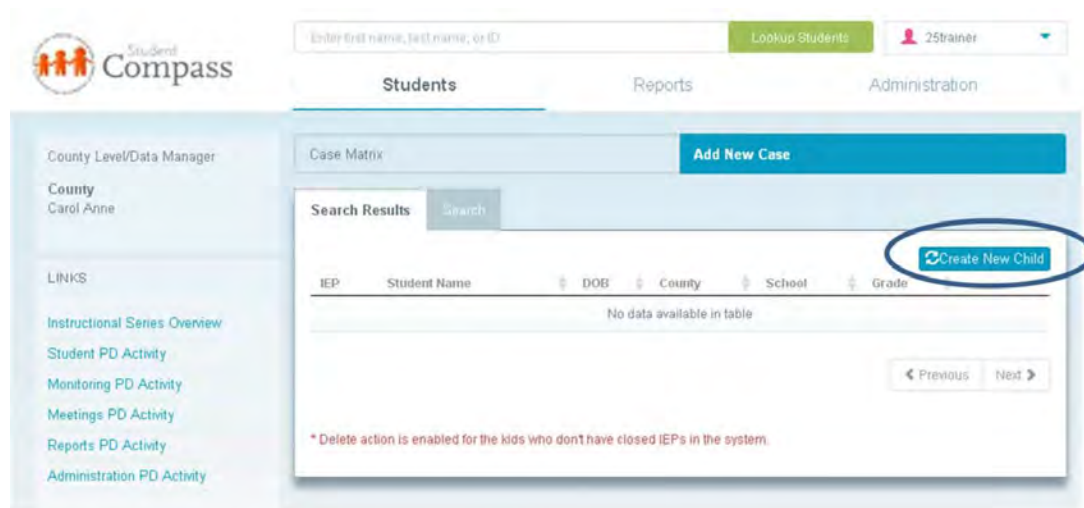
The **Create a Child functionality** to add the student to the MD Online IEP system is located in **Students section of Student Compass**. Click on the **Add a New Case section** on the far right.

Students who are not included in the student demographic file that is **uploaded nightly** by the local school system (LSS) to the MD Online IEP system can be added to the MD Online IEP system. Only a County Level/Data Manager level user and a School Based Administrator with **Can Create Child permission** may add students to the MD Online IEP system. Additionally, nonpublic users may only add students to the IEP system who are from local school systems NOT using the MD Online IEP system. Students from LSS's using the MD Online IEP system must be placed in the nonpublic school by a MD Online IEP user from the LSS.

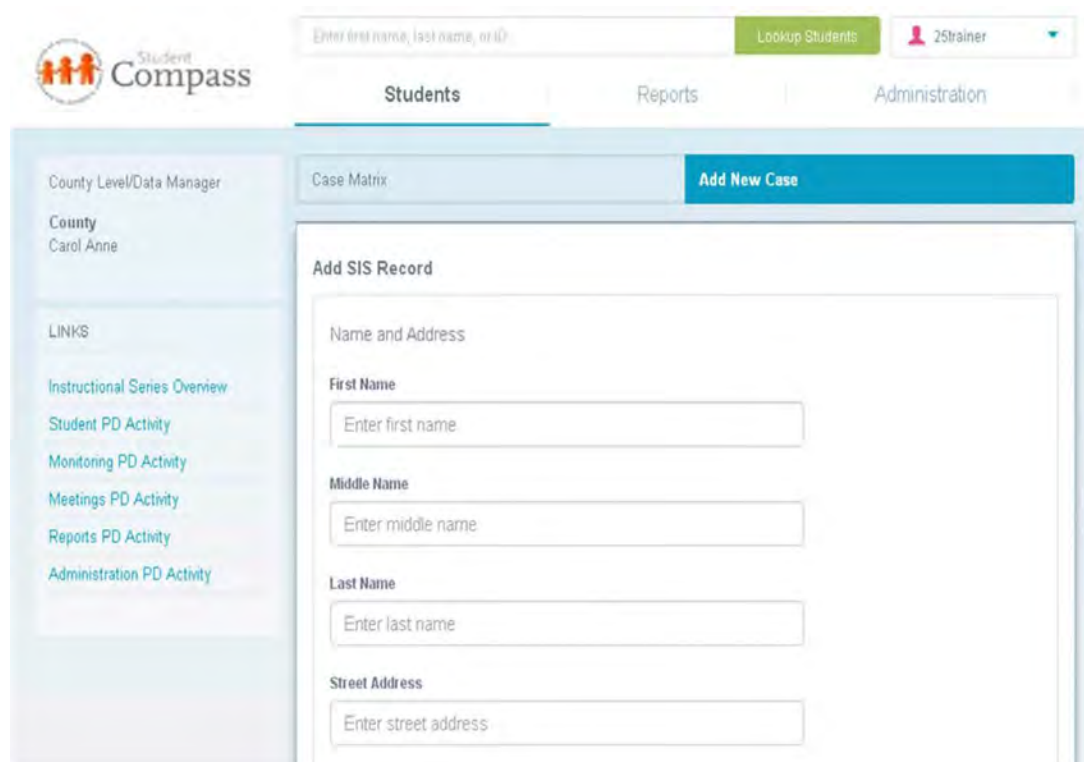
1. Use the **Search page** to search the Student Information System Database for the student.



2. Upon completion of an unsuccessful search for a case through **Add a New Case**, a **Create Child button** will be an option on the page.



3. Enter all information on the **Create a Child** page to add the student to the MD Online IEP system.



4. After a student record is created, the **IEP Summary** page will appear with the students information. The **IEPs** button can be clicked to initiate completing the IEP.

Student Compass

Enter first name, last name, or ID 22trainer

Students | Monitoring | Meetings | Reports | Administration

Art Black

Notifications | Monitoring | Profile | **IEP Summary** | Meetings | Forms and Logs

IEP Summary

Service School:
Case Manager: N/A
Parents:

Grade: 7
DOB: 01/01/2010

PLANS

IEP IEPs

Note: If the following error message appears "There already exists a different record with the same information." when attempting to **Create a Child**, the message will indicate where the student's record is located. If the record is in a different school in the LSS or if the student's record is in a different LSS, your MD Online IEP administrator can work to have the record transferred to the appropriate school.



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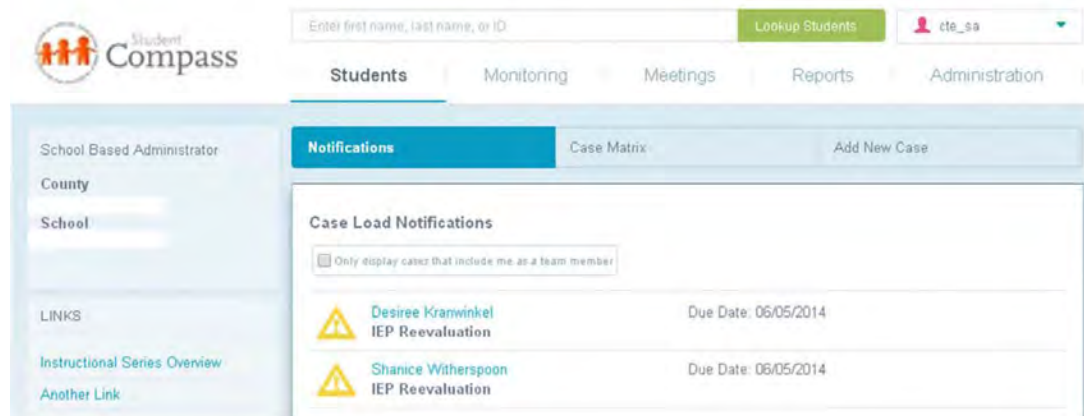
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Technical Support & Troubleshooting

Students

The **Notification page** will display all upcoming meetings, annual review and reevaluations for students the user has access. The green calendar denotes a meeting. The yellow triangle with the exclamation point denotes an annual evaluation or reevaluation.



The **Student Matrix** has the **Cases tab** and **Search tab**. The **Cases tab** will display all students to which they have access. The user can use the filter at the top to change the list of students. The filter "Cases that include me as a team member" will display only the cases they are listed as a team member of. This filter can be helpful for users who are School Based Administrators. The **Search tab** allows the end user to enter in demographic information to locate a student.

Cases tab screen:



Search tab screen:

Student Compass

Enter first name, last name, or ID

Lookup Students

ctb_sa

Students Monitoring Meetings Reports Administration

Notifications Case Matrix Add New Case

Case Search

Active Not eligible Enrolled Eligibility 3,4,5 Cases that include me as a team member Inactive

State Unique ID

Enter state unique ID

Local Student ID

Enter local student ID

First Name

School Based Administrator

County

School

LINKS

[Instructional Series Overview](#)

[Another Link](#)

Case Profile:

Students Notifications view will suppress students with Eligibility 4 Status Report from appearing in the Annual Review and Reevaluation notifications.



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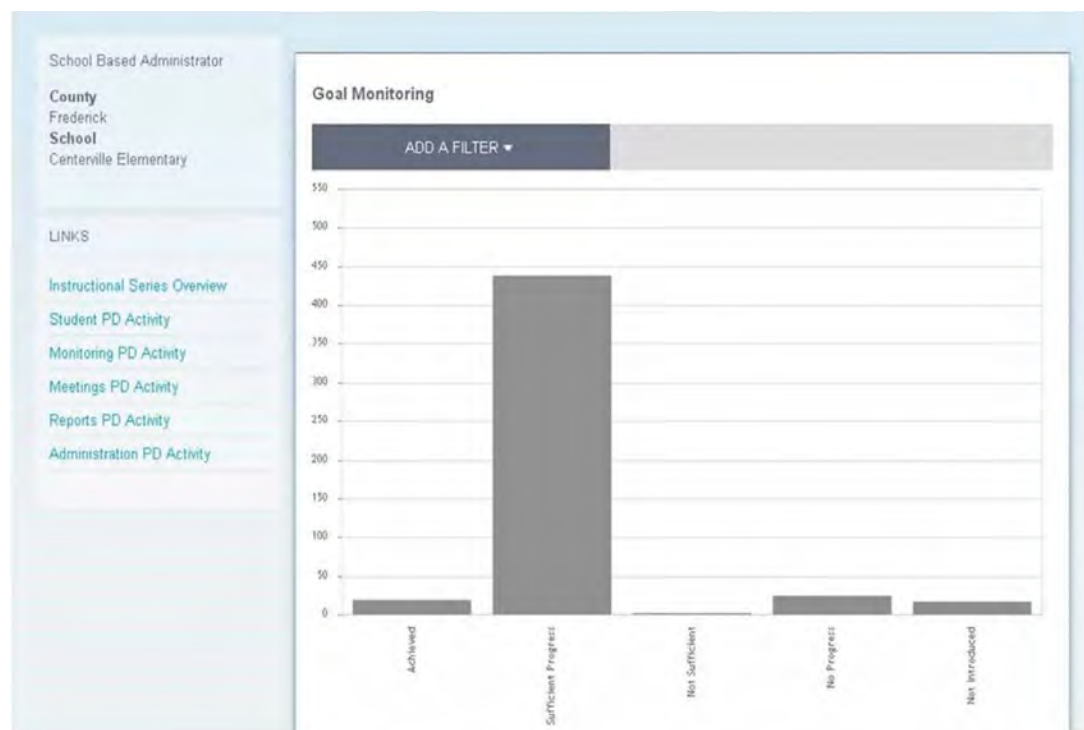
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Technical Support & Troubleshooting

Progress

Progress on IEP Goals is displayed in 2 ways for Goal Monitoring on the **Progress section of the Student Compass: Aggregate level** -- as a **graph** at the top and **chart** at the bottom. For example, you can see goal progress for all males in third grade. Both the graph and chart are updated as filters are added.

1. The top part displays a **graph** showing goal progress. **Filters** can be added to display more detailed information. Scroll down to Using Filters for instructions.



2. The top part displays a **chart** showing goal progress. The categories can be expanded to display more detailed information. This information is updated as filters are selected.

The Goal Monitoring section will aggregate data across the caseload and display IEP goal data. The goals will be grouped by category and then by area. A grid will display the number of goals per the category and then then number per each progress code. This provides the user with a quick view of the progress on IEP goals across the caseload.

Only show goals that for cases that include me as a team member.

	Total # of Goals	Achieved Target	Making Sufficient Progress	Not Making Sufficient Progress	Newly Introduced Skill	Not Yet Introduced
<input type="checkbox"/> Early Learning	0	0	0	0	0	0
<input type="checkbox"/> Academic	38	0	29	0	3	6
<input type="checkbox"/> Reading Phonemic Awareness	2	0	2	0	0	0
<input type="checkbox"/> Reading Fluency	2	0	2	0	0	0
<input type="checkbox"/> Reading Comprehension	5	0	5	0	0	0
<input type="checkbox"/> Math Calculation	7	0	5	0	0	2
<input type="checkbox"/> Math Problem Solving	6	0	5	0	0	1
<input type="checkbox"/> Written Language Content	2	0	1	0	0	1
<input type="checkbox"/> Written Language Mechanics	1	0	0	0	0	1
<input type="checkbox"/> Written Language Expression	2	0	1	0	1	0
<input type="checkbox"/> Speech and Language Receptive Language	2	0	2	0	0	0
<input type="checkbox"/> Speech and Language Expressive Language	1	0	1	0	0	0
<input type="checkbox"/> Communication	6	0	3	0	2	1
<input type="checkbox"/> Physical Education	2	0	2	0	0	0
<input type="checkbox"/> Behavioral	2	0	2	0	0	0

The IEP goal category can be expanded to **view the goals for the specific student**. The goal can be quickly updated by clicking the **Track Progress** button for the goal.

Only show goals that for cases that include me as a team member.

	Total # of Goals	Achieved Target	Making Sufficient Progress	Not Making Sufficient Progress	Newly Introduced Skill	Not Yet Introduced
<input type="checkbox"/> Early Learning	0	0	0	0	0	0
<input type="checkbox"/> Academic	38	0	29	0	3	6
<input type="checkbox"/> Reading Phonemic Awareness	2	0	2	0	0	0
<input type="checkbox"/> Reading Fluency	2	0	2	0	0	0
M:			✓			
<input type="button" value="Track Progress"/>						
A:			✓			
<input type="button" value="Track Progress"/>						
<input type="checkbox"/> Reading Comprehension	5	0	5	0	0	0
<input type="checkbox"/> Math Calculation	7	0	5	0	0	2
<input type="checkbox"/> Math Problem Solving	6	0	5	0	0	1

To track progress, click on the **Track Progress** button and complete the **Track Goal Progress** form on the **IEP/Service Plan/Status Report**.

Back to Student Compass

Lookup Students

Active IEP
Amendment
Next IEP
Past IEPs

Art Black

Service School

Case Manager

Parents

Grade: Preschool
DOB: 10/08/2010

STUDENT LONGITUDINAL PROFILE

IEP / Service Plan / Status Report

Track Goal Progress [Back](#)

Goal

Given fading visual and verbal cues, Landon will use 2-4 word utterances to make choices and to make his wants and needs known in 8 of 10 opportunities.

Objectives

- Visual cues and verbal prompts, Landon will use a 3 word sentence to gain a preferred activity or describe a picture (e.g. He is drinking). (imitation)
- Given fading verbal and visual prompts, Landon will comment/request using 2-3 word phrases (eg want that, my turn, no thanks) (spontaneous)

PLANS

IEP
 FSP
 ECAS

Past Progress

#	Report Date	Progress Code	Description
1	10/30/2015	Sufficient Progress	Landon uses many 2-5 word phrases in spontaneous play and in more structured activities. He can describe pictures with basic IS+ Verb-ING phrases. He does well when familiar tasks are presented.
2	01/21/2016	Sufficient Progress	Able to use 2-4 word sentences spontaneously to answer questions and to comment, but difficulty expanding sentences to tell and retell stories or explain.
3	04/08/2016	Sufficient Progress	Landon has met objective 1. He is able to tell short sentences about his activities and make comments when motivated.

Current Progress

Progress Code

- Achieved
- Making sufficient progress to meet goal
- Not making sufficient progress to meet goal (IEP team needs to meet to address insufficient progress)
- Newly Introduced skill; progress not measurable at this time
- Not yet introduced

Last Code: Making sufficient progress to meet goal

Actual Results Achieved

other

Date of Progress Report

Last Score: other - 04/08/2016
 Target Score: other: quarterly progress monitoring

Target Date: 09/09/2016

Description of Progress

B
I
U
☰
☰
☰
☰
☑

Evaluation Method: Other - data collection measures

ESY Goal No

Alignment

Alignment with Maryland's College and Career-Ready Standards

N/A

Save
Cancel
Clear Form

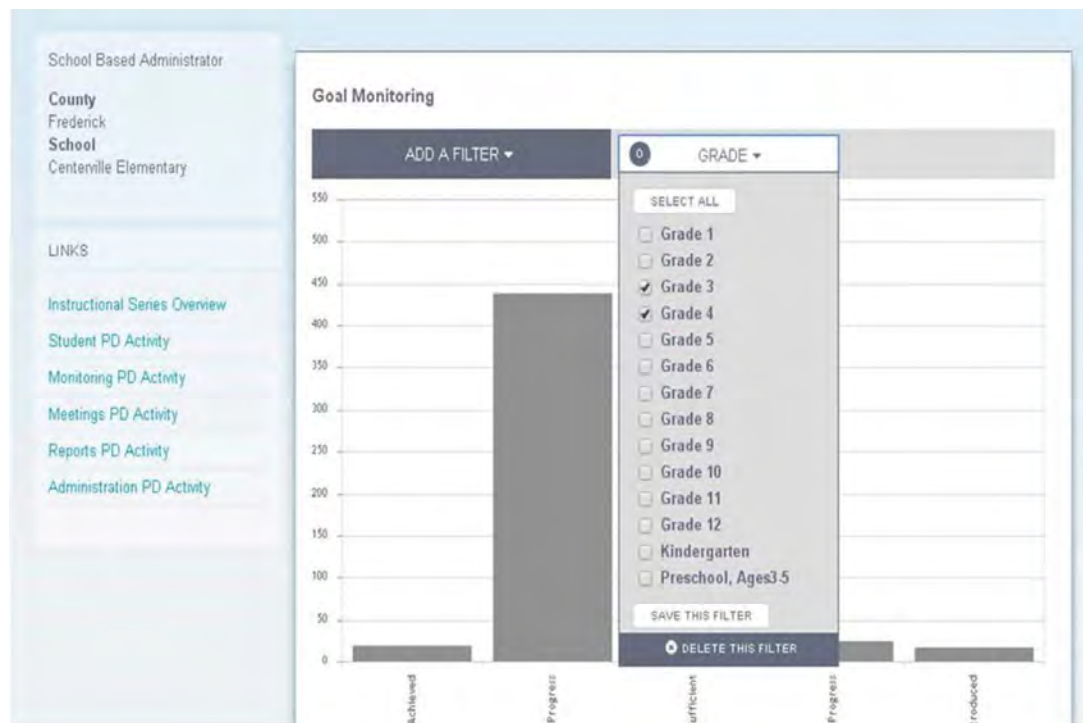
Using Filters

Filters can be added to the **Goal Monitoring graph and chart**.

1. Select a **Metric** from the Add a Filter drop-down list. A Metric is the main category on which you want to filter.

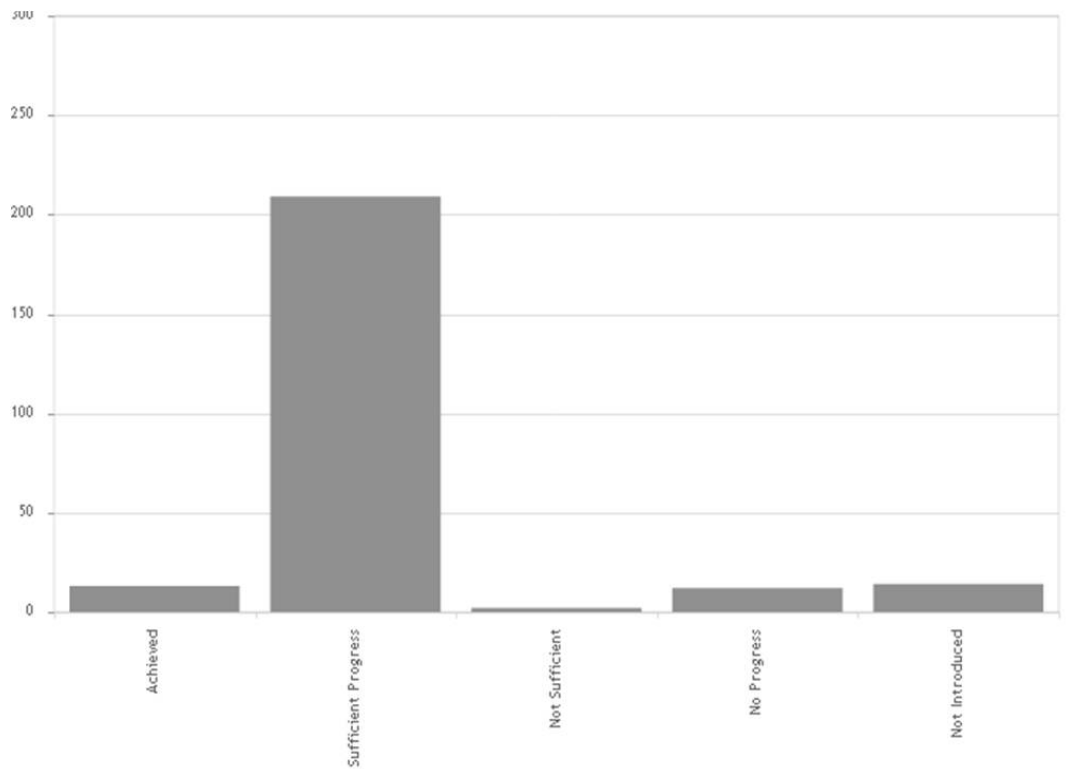
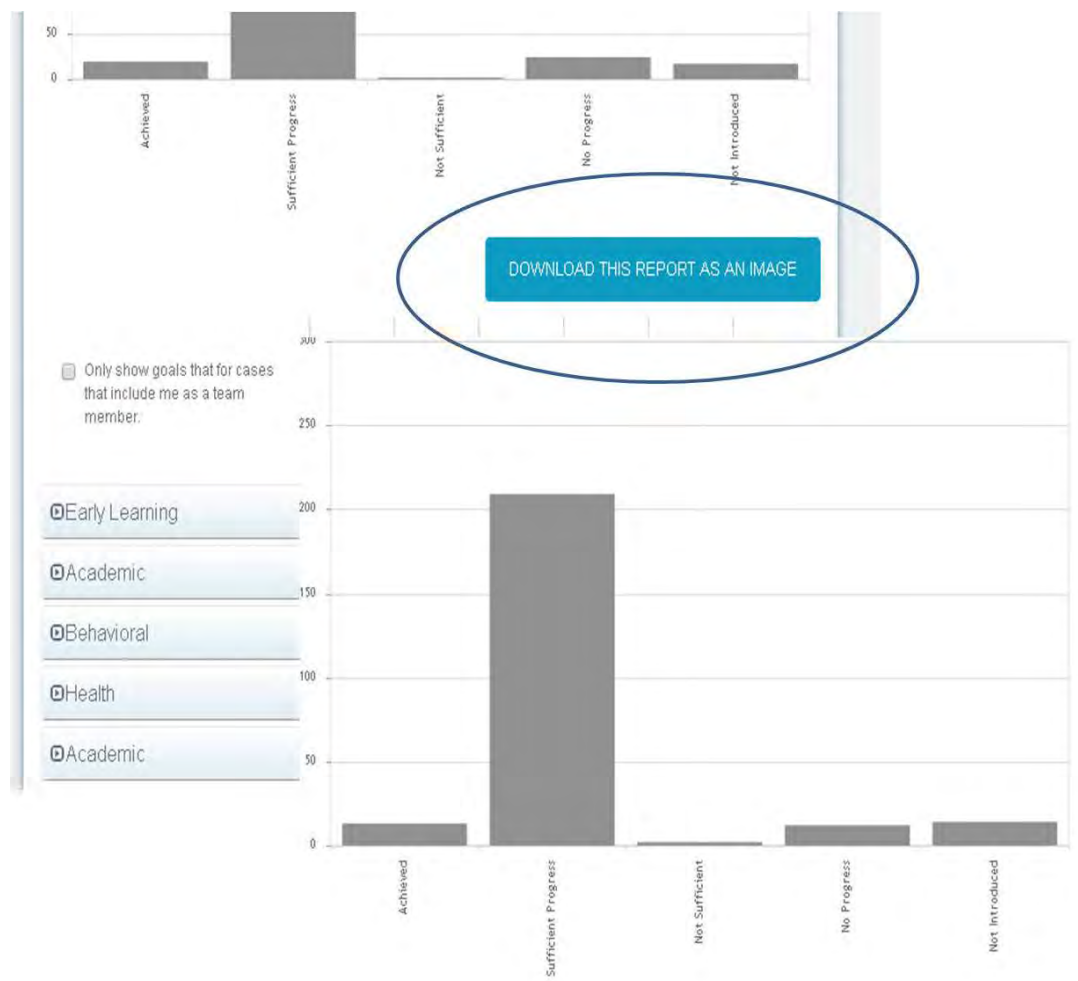
The screenshot shows the 'Goal Monitoring' interface. On the left is a sidebar with navigation links. The main area features a 'Goal Monitoring' header and a large chart area. A dropdown menu titled 'ADD A FILTER' is open, showing a search bar and several filter categories: STATUS (PRIMARY DISABILITY), DEMOGRAPHIC (RACE, GRADE, GENDER), and PLACEMENT (LRE SPECIAL ED. PLACEMENT). The chart below shows three bars representing 'Sufficient', 'Progress', and 'Introduced'.

2. Select **specifically which filters to display** from the **Filter drop-down list**. Select one or more filters from that list.
3. Click on the **Save This Filter** button. Screen will refresh and new filtered data will be displayed in the graph at the top and in the chart at the bottom.
4. Click on the **Delete This Filter** button to remove all filters and to display all data.



Download as a Report

Click on the **Download as a Report** button to display the report on a new tab in the Browser. It's an easy, fast way to print a report with or without filters.





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Meetings

The **Meetings** section will aggregate all meetings across the caseload and display them in date order, then alphabetical order. The user can view scheduled meetings and view details of a specific meeting. See the [Meetings section in the User Guide](#) for further information and detailed instructions.

 A screenshot of the "Student Compass" web application. The top navigation bar includes "Students", "Monitoring", "Meetings" (which is highlighted), "Reports", and "Administration". Below the navigation bar, there is a search field for "Enter first name, last name, or ID" and a "Lookup Students" button. The main content area is titled "Scheduled IEP Team Meetings" and shows a list of three meetings. Each meeting entry includes a calendar icon, the name of the student, the date and time, the location, and buttons for "Send Notifications" and "Edit Meeting".

DATE RANGE	Apply
<input checked="" type="checkbox"/> Lane Baker 06/02/2014 2:45 pm classroom	<input checked="" type="checkbox"/> Send Notifications <input type="checkbox"/> Edit Meeting
<input checked="" type="checkbox"/> Lane Baker 05/23/2014 1:00 pm office	<input checked="" type="checkbox"/> Send Notifications <input type="checkbox"/> Edit Meeting
<input checked="" type="checkbox"/> Killian Bragg 05/18/2014 10:00 am Lincoln Elementary School	<input checked="" type="checkbox"/> Send Notifications <input type="checkbox"/> Edit Meeting



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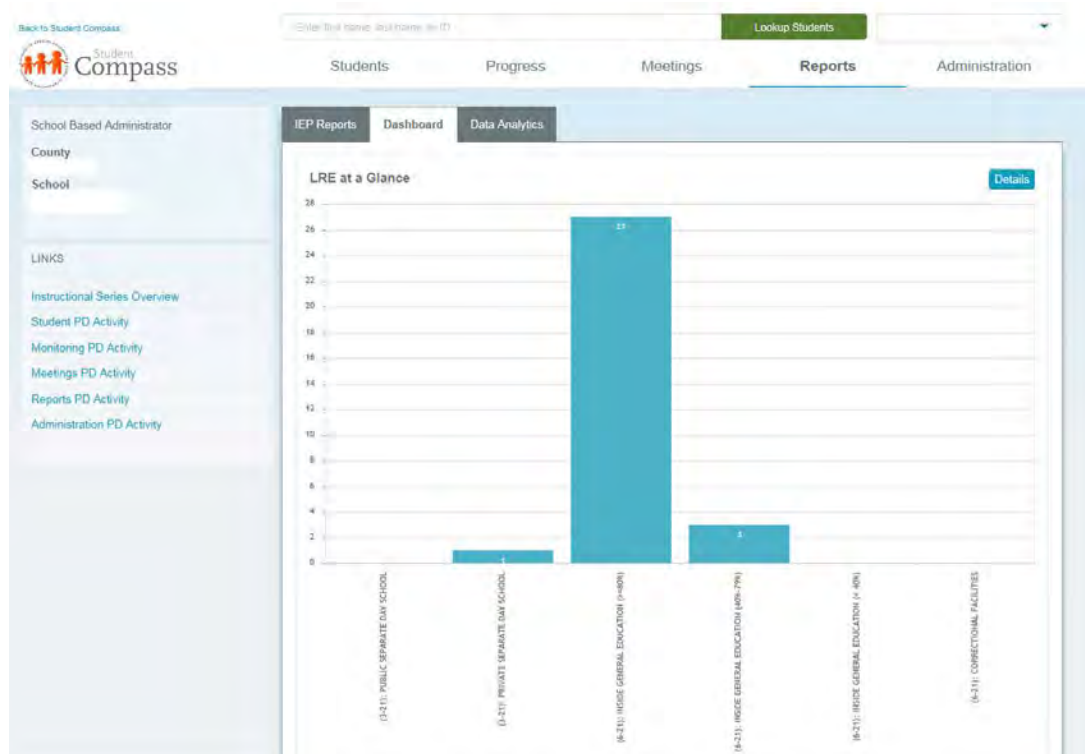
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Technical Support & Troubleshooting

Reports

There are **3 tabs in the Reports section** -- IEP Reports, Dashboard, and Data Analytics. The **Dashboard** will open by default to provide an at-a-glance view of important data points. The **Reports** section will list all reports available to the user based on security permissions. The **Data Analytics** section will allow users at the Case Manager, County and State levels to run individualized reports using the 4-step query process.

See the [Reports section in the User Guide](#) for further information and detailed instruction.





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Administration

The Administration section will list all administrative tasks. The list of available tasks will be based on the user's security permissions. See the [Additional Case Level Functions](#) and the [County Level/Data Manager Functions](#) sections in the User Guide for further information and detailed instruction.

A screenshot of the Student Compass web application. The top navigation bar includes a search field with the placeholder "Enter first name, last name, or ID", a "Lookup Students" button, and a user profile dropdown showing "cte_sa". Below the navigation are tabs for "Students", "Monitoring", "Meetings", "Reports", and "Administration". The "Administration" tab is active, showing a "Users" section with a search bar and a "+ Add a New User" button. A table with columns "Name", "County", and "School" is displayed, but it is empty with the message "No data available in table". Navigation buttons for "Previous" and "Next" are at the bottom right.



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Notification

The **Notification page** will display notifications for the following upcoming events: meetings, annual reviews and reevaluations for the student. The green calendar denotes a meeting. The yellow triangle with the exclamation point denotes an annual review or a reevaluation

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with 'Enter Student Name, SSN, or ID' and a 'Lookup Student' button. The user is logged in as '2Strainer'. The main navigation includes 'Students', 'Progress', 'Reports', and 'Administration'. The 'Students' section is active, showing a profile for 'Art Black'. The profile page has tabs for 'Notifications', 'Monitoring', 'Profile', 'IEP Summary', 'Meetings', and 'Forms and Logs'. The 'Profile' tab is selected, displaying a 'Demographics' section with fields for DOB, Residence School, Parent from SIS Feed, Service School, Email Address, Grade, Mailing Address, Primary Disability, Areas Affected by Disability, and Phone. Below this, there are sections for 'Recent Logs and Forms' with sub-tabs for 'File Uploads', 'Case Access History', and 'IEP Team'. The 'Recent Service Log Entries (Last 7 days)' and 'Recent Access Log Entries (Last 6 Months)' sections are visible, each with a 'View' button.



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Monitoring

There are 2 tabs (sections) in the **Monitoring** section of the **Student Compass: Student level** -- IEP Goals and Interventions.

1. Spark Lines for each IEP goal are displayed in the **Goal Monitoring** section. Progress can be recorded/tracked here.

2. Objectives associated directly to the IEP goal are listed below the IEP goal.

3. Goals can be linked to District-wide Interventions in the **Interventions** section. Progress can also be tracked on the success of these interventions, too.

Art Black

Notifications | **Monitoring** | Profile | IEP Summary | Meetings | Forms and Logs

Service School | Case Manager | Case Manager | Parents: Mom | Grade: 2 | DOB: 06/27/2007

STUDENT LONGITUDINAL PROFILE | PLANS | IEP | Maryland Online IEP

Early Learning Skills (0)

Academic (3)

INTERVENTIONS (1) [+Add Intervention](#)

Reading Comprehension
When given a grade leveled text, Art will analyze how and why individuals, events, and ideas develop and interact over the course of the text in 4 out of 5 texts.

Objective(s)	Objective Met
Art will draw conclusions about characters in a story to determine their traits.	Yes (07/15/2016)
Art will identify cause/effect relationships between characters and major story events and challenges in text.	No (07/15/2016)

Math (07/05/2016 - 09/07/2016) **Making sufficient progress to meet intervention 07/15/2016** [Track Progress](#)

Math Problem Solving
Using the steps to solve story problems, concrete models, drawings, strategies based on place value, properties of operations, and/or relationship between addition and subtraction, Art will add and subtract within 1,000 when given 5 story problems.

Objective(s)	Objective Met
Art will read and make a visual of the story problem.	Yes (07/15/2016)

Information

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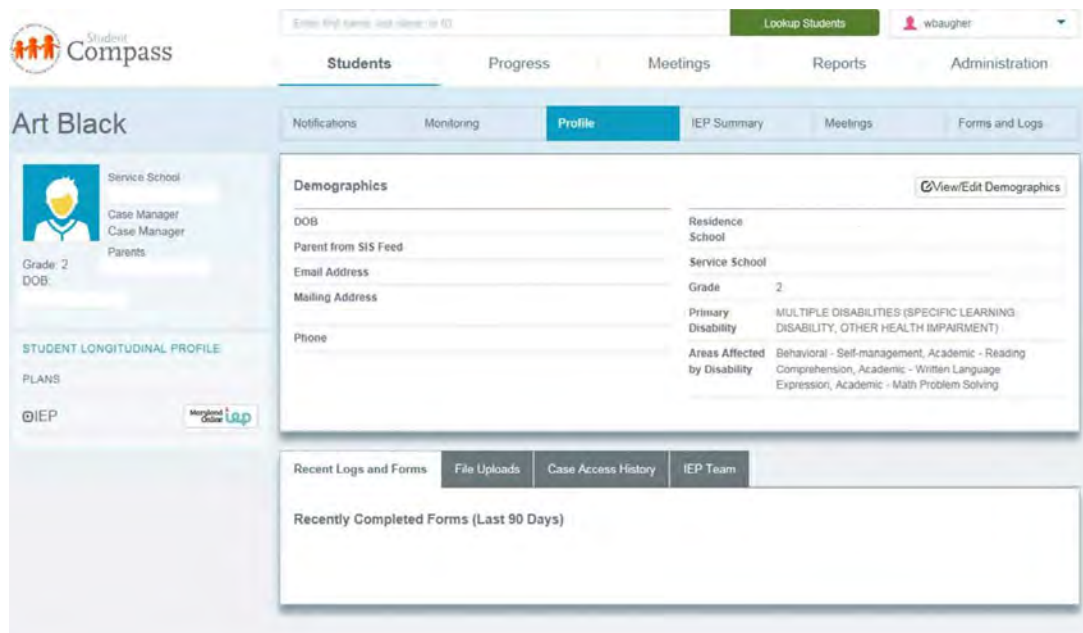
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Profile

The **Profile page** provides the user access to pertinent case management information. The student's demographic information along with parent information is displayed. If the user has the appropriate security, they can edit the student demographics via the **View/Edit Demographics button** or can update the demographics with the information currently in the SIS_db via the **Update Demographics from SIS button**.



Click the **Upload New File** button on the page.

In addition to Demographics, a series of tabs provides quick access to:

- the most recent forms and logs that have been completed for the student
- files that have been uploaded to the student's record
- the most recent Parent Notifications
- a log of recent Case Access History recording the user's identification and date/time stamp
- list of the IEP Team and ability to add and edit team members

Troubleshooting



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IEP Summary

The **IEP Summary** tab provides a summary of the essential elements of the student's most recently closed/active IEP. Also, there is a print button that allows for this to be printed and an **IEPs** button that goes to the **Active IEP**.

The screenshot shows the Student Compass interface for a student named Art Black. The main navigation tabs include Students, Monitoring, Meetings, Reports, and Administration. The sub-navigation for the student includes Notifications, Monitoring, Profile, IEP Summary (selected), Meetings, and Forms and Logs. The IEP Summary page displays the following information:

Service School: [Blank]
Case Manager: N/A
Parents: [Blank]
Grade: 7
DOB: 01/01/2010

PLANS: [Blank]

IEP Summary Table:

Participating		Primary Disability	OTHER HEALTH IMPAIRMENT
MMSR	N/A	Special Education Placement	INSIDE GENERAL EDUCATION (80% or more)

Special Considerations Table:

Visually Impaired	Assistive Technology Device	Yes
Hearing Impaired	Special Communication Needs	No
Behavioral Intervention Plan	Limited English Proficiency	No

Accommodations:
 Instructional and testing accommodations were considered and no instructional and testing accommodations are required at this time.



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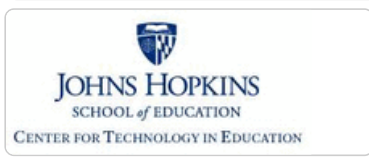

Technical Support &

Meetings

The **Meeting page** will display past and upcoming meeting and the ability to schedule new meetings. Also, there is a **"Schedule and IEP Meeting"** button. See the [Meetings section in the User Guide](#) for further information and detailed instructions.

The screenshot shows the 'Meetings' page for a student named 'Art Black'. The page is part of the 'Student Compass' system. At the top, there is a search bar for students and a 'Lookup Students' button. Below the search bar are navigation tabs: 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration'. The 'Meetings' tab is selected. On the left side, there is a profile card for 'Art Black' with details: Service School, Case Manager (N/A), Parents (Sample), Grade: 7, and DOB: 01/01/2010. Below the profile card are 'PLANS' and 'IEPs' sections. The main content area is titled 'Scheduled IEP Team Meetings' and features a '+Schedule an IEP Meeting' button. A 'DATE RANGE' dropdown is set to 'This School Year' with an 'Apply' button. The table below lists four scheduled meetings:

DATE	TIME	LOCATION	Actions
10/31/2014	10:30 am	Charles Carroll Middle School, Guidance Suite	Send Notifications, Edit Meeting, Member Titles and Names, Member Titles Only
10/31/2014	10:30 am	Prince Albert Middle Schools	Send Notifications, Edit Meeting, Member Titles and Names, Member Titles Only
10/30/2014	10:30 am		Send Notifications, Edit Meeting, Member Titles and Names, Member Titles Only
10/28/2014	10:35 am	OHES	Send Notifications, Edit Meeting, Member Titles and Names, Member Titles Only

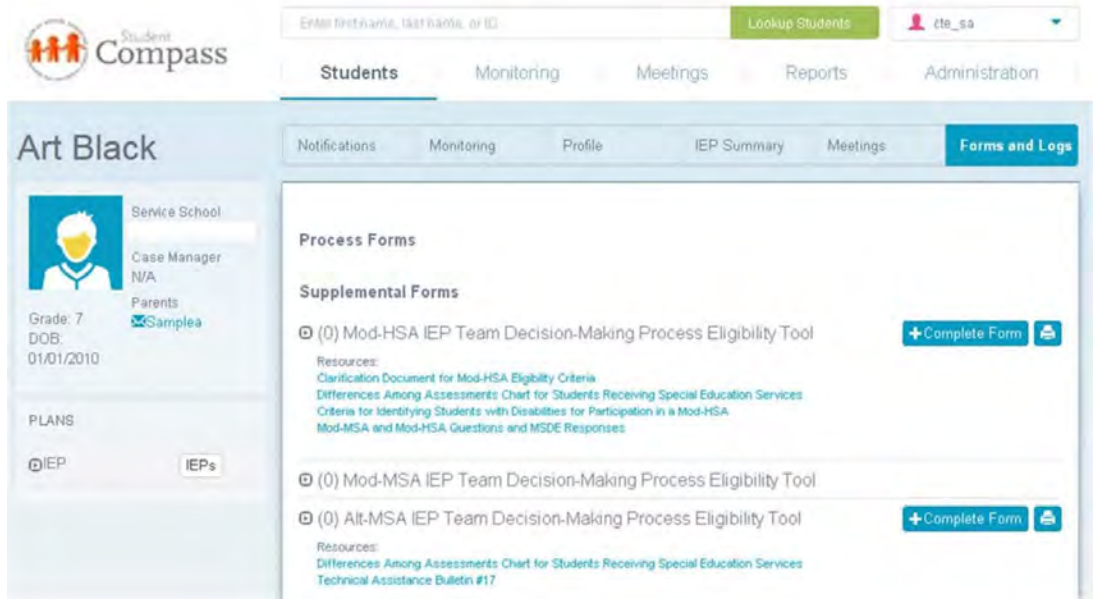



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Forms

The **Forms page** will display all forms available to the user. The section at the bottom of the page contains the various logs that can be completed. See the [Forms section in this User Guide](#) for further information and detailed instructions.



The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a 'Lookup Students' button. Below this is a navigation menu with tabs for 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration'. The main content area is titled 'Art Black' and has sub-tabs for 'Notifications', 'Monitoring', 'Profile', 'IEP Summary', 'Meetings', and 'Forms and Logs'. The 'Forms and Logs' tab is active, showing a 'Process Forms' section with 'Supplemental Forms'. There are three forms listed, each with a 'Complete Form' button and a printer icon. The first form is '(0) Mod-HSA IEP Team Decision-Making Process Eligibility Tool' with resources including 'Clarification Document for Mod-HSA Eligibility Criteria', 'Differences Among Assessments Chart for Students Receiving Special Education Services', 'Criteria for Identifying Students with Disabilities for Participation in a Mod-HSA', and 'Mod-MSA and Mod-HSA Questions and MSDE Responses'. The second form is '(0) Mod-MSA IEP Team Decision-Making Process Eligibility Tool'. The third form is '(0) Alt-MSA IEP Team Decision-Making Process Eligibility Tool' with resources including 'Differences Among Assessments Chart for Students Receiving Special Education Services' and 'Technical Assistance Bulletin #17'. On the left side of the interface, there is a profile card for 'Art Black' showing 'Service School', 'Case Manager N/A', 'Parents Samplea', 'Grade: 7', and 'DOB: 01/01/2010'. Below the profile card are 'PLANS' for 'IEP' and 'IEPs'.



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Scheduling a Meeting

There are two ways to schedule an IEP team meeting for a student:

1. Meetings Page - Clicking the Schedule an IEP Meeting button
2. Notice of IEP Team Meeting form - Completing the form.

SCHEDULE A MEETING FOR THIS CASE

Locate a student's case and then select the **Meetings** button to navigate to the Meetings page. Click **Schedule** and **IEP Team Meeting** button to display the Schedule an IEP Team Meeting page.

 The screenshot shows the "Student Compass" interface. At the top, there is a search bar with the text "Enter first name, last name, or ID" and a "Lookup Students" button. To the right, it says "22trainer" with a dropdown arrow. Below the search bar are tabs for "Students", "Monitoring", "Meetings", "Reports", and "Administration". The "Meetings" tab is selected. On the left, there is a profile card for "Art Black" with a photo placeholder, "Service School", "Case Manager N/A", "Parents" with a "Sample" link, "Grade: 7", "DOB: 01/01/2010", and "PLANS" section with "IEP" and "IEPs" buttons. The main area is titled "Scheduled IEP Team Meetings" and has a "+Schedule an IEP Meeting" button. Below this is a "DATE RANGE" dropdown set to "This School Year" and an "Apply" button. A list of four meetings is shown, each with a calendar icon, date and time, location, and "Send Notifications" and "Edit Meeting" buttons. The meetings are:

- 10/31/2014 10:30 am at Charles Carroll Middle School, Guidance Suite
- 10/31/2014 10:30 am at Prince Albert Middle Schools
- 10/30/2014 10:30 am
- 10/28/2014 10:35 am at OHES

When scheduling a new IEP team meeting through the **Schedule an IEP Team Meeting** page, complete the requested information, including selecting the team members that are to be included in the meeting. If the team member is not listed, then team members can be added using the **Add Team Member** button. When adding team members, enter the appropriate information and then click the **Save** button. The name will appear on the Team Member list and can be added to the meeting. Once all information is entered click the **Save** button, the meeting will appear on the Meetings page at both the Aggregate and Student levels.

Printer icons are displayed next to each meeting to easily print the **Notice of Individualized Education Program (IEP) Team Meeting form**. Clicking the appropriate printer icons will display the Notice of Individualized Education Program (IEP) Team Meeting with all information for that specific meeting.

The screenshot shows the 'Student Compass' interface for a student named 'Art Black'. The user is logged in as 'cte_sa'. The 'Meetings' tab is selected. The 'Schedule an IEP Meeting' form is displayed with the following fields:

- Date:** A date picker showing the 31st of the month.
- Time:** Dropdown menus for hour (10), minute (40), and period (p.m.).
- Location:** A text input field with the placeholder 'Enter location'.
- Purpose of Meeting:** A list of checkboxes:
 - 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
 - Conduct a manifestation determination
 - Develop the IEP
 - Review and, if appropriate, revise the IEP

NOTICE OF INDIVIDUALIZED EDUCATION PROGRAM (IEP) FORM

Another way to schedule a meeting is to use the **Notice of Individualized Education Program (IEP) Team Meeting form** located in the Forms and Logs section. This form utilizes the **Schedule an IEP Team Meeting page**. Complete the requested information, including selecting the team members that are to be included in the meeting. If the team member is not listed, then team members can be added using the Add Team Member button. When adding team members, enter the appropriate information and then click the Save button. The name will appear on the Team Member list and can be added to the meeting. Once all information is entered click the **Save button**. The meeting will appear on the Meetings page at both the Aggregate and Student levels and in the Forms section as a completed form.

The screenshot shows the 'Student Compass' interface for the same student, 'Art Black'. The user is logged in as '22trainer'. The 'Forms and Logs' tab is selected. The 'Process Forms' section is displayed, showing a list of forms:

- (1) Child Find Referral
- (8) Notice of Individualized Education Program (IEP) Team Meeting

The 'Notice of Individualized Education Program (IEP) Team Meeting' form is circled in blue. Below the list is a table of completed forms:

Meeting Date	Form Completed On	Member Titles Only	Member Titles and Names
07/29/2014	07/14/2014	<input type="checkbox"/>	<input type="checkbox"/>
07/09/2014	06/03/2014	<input type="checkbox"/>	<input type="checkbox"/>
07/01/2014	06/16/2014	<input type="checkbox"/>	<input type="checkbox"/>
06/23/2014	06/06/2014	<input type="checkbox"/>	<input type="checkbox"/>
06/05/2014	06/25/2014	<input type="checkbox"/>	<input type="checkbox"/>

Viewing and Editing Scheduled Meetings

After a meeting has been scheduled, it will appear on the **Meetings page**, and a **completed Notice of of Individualized Education (IEP) Team Meeting form** will be listed in the Forms section. Once the meeting has been selected, the IEP Team Meeting page with all the details will be displayed. On this page the user can edit the information regarding the scheduled meeting, record and print notes regarding the meeting, send an email to team members and record their attendance responses.

The screenshot displays the 'IEP Team Meeting' page for a student named Art Black. The meeting is scheduled for 10/31/2014 at 10:30 am. The purpose is to 'Develop the IEP'. Other attendees include 'Procedural Safeguards Parental Rights' booklet is enclosed. The interface includes a sidebar with student information and a top navigation bar with tabs for Students, Monitoring, Meetings, Reports, and Administration.

EDIT - The user can edit information regarding the scheduled meeting by selecting the **Edit Meeting** button. The Schedule an IEP Team Meeting page will appear with all the information for the specific meeting. The user can make changes and click the **Save** button, or cancel if no changes are to be made.

The screenshot displays the 'Schedule an IEP Meeting' page for a student named Art Black. The form includes fields for Date (10/31), Time (10:40 p.m.), Location, and Purpose of Meeting. The purpose options include: Review existing information to determine the need for additional data, Review written referral and/or existing data and information, Conduct a manifestation determination, Develop the IEP, and Review and, if appropriate, revise the IEP. The interface includes a sidebar with student information and a top navigation bar with tabs for Students, Monitoring, Meetings, Reports, and Administration.

NOTIFICATIONS - The user can send notifications to team members by selecting the **Send Notifications** button. Team and Notifications screen will appear. Determine who you want to notify. Select individual members or select the **Check All** link to notify all team members. After making your selections, select the **Notify Checked** link.

NOTES AND DECISIONS - The user can record notes regarding the scheduled IEP meeting by clicking the **Edit** button. Document the purpose of the meeting, record any notes, and select the team members who attended the meeting. Select **Save** button. Information entered in the Notes and Decisions section can be printed by clicking the **Print** button.

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar for 'Enter first name, last name, or ID' and a 'Lookup Students' button. The user is logged in as '22trainer'. The main navigation bar includes 'Students', 'Monitoring', 'Meetings', 'Reports', and 'Administration'. The 'Meetings' sub-tab is active, showing 'Art Black' as the student. On the left, there is a profile card for Art Black with fields for Service School, Case Manager (N/A), Parents (Sample), Grade (7), and DOB (01/01/2010). Below this are 'PLANS' for IEP. The main content area shows 'IEP Team Meeting' details for 10/31/2014 at 10:30 am. It includes a 'Send Notifications' button, an 'Edit Meeting' button, and options for 'Member Titles and Names' and 'Member Titles Only'. The meeting details section lists: Location, Purpose (Develop the IEP), Other Attendees, Procedural Safeguards Parental Rights' booklet is enclosed, Contact Name, Contact Phone (301 555.6398), Additional Information, and Date of Notice (10/22/2014).

Determine if you want to notify team members either by e-mail or by letter.

Contact By E-mail: The Subject and message will be prefilled with information from the meeting. This can be edited or deleted. Once all changes are made, and click on the **Send** button. The message will be sent to those who have an email address specified.

RECORDING A RESPONSE - After team members have been notified, their responses can be recorded by returning to the **Notifications** screen and selecting the **Record Response** link on the **Team and Notifications** screen. This link will only be available if the team member has been notified through the **Notify Team Member** function.

This screenshot shows the 'Parent Response' section of the application. At the top, there is a 'Notes and Decisions' section with 'Edit' and 'Print' buttons. Below this are tabs for 'Attendees', 'Parent Contact', and 'Parent Response'. The 'Parent Response' tab is active, displaying a form with fields for 'Parent Response Received On:', 'Parent Response:', and 'Manually entered contact attempts:'. To the right of the form, there are 'Edit Response' and 'Print' buttons, which are circled in blue.

PRINT - Choosing the **PRINT** button to the right of the student's name and meeting information, will produce a copy of the notes document created through **Notes and Decisions**.

Viewing Past Meeting Information

To view details of past meetings for the selected student, **select the appropriate date range** and click the **Apply** button. Your screen will populate with a list of IEP meetings that have already occurred in the current school year or the previous year. Click on the Meeting Date to view the details of the IEP Team Meeting. This includes any information in the Notes and Decision section, a list of attendees, Parent Contact and Parent Response logs.

Student Compass

Enter first name, last name, or ID 22trainer

Students Monitoring Meetings Reports Administration

Art Black Notifications Monitoring Profile IEP Summary **Meetings** Forms and Logs

Scheduled IEP Team Meetings

DATE RANGE: Last Week

- 10/31/2014 10:30 am Charles County Public Schools Guidance Suite Send Notifications Member Titles and Names Member Titles Only
- 10/31/2014 10:30 am Prince Albert Middle Schools Send Notifications Member Titles and Names Member Titles Only
- 10/30/2014 10:30 am Send Notifications Member Titles and Names Member Titles Only
- 10/28/2014 10:35 am OHES Send Notifications Member Titles and Names Member Titles Only



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Adding an IEP Team Member

When selecting **Add New Team Member** button from the bottom of Schedule a Meeting page, select the Team Member Type. For **Public Agency or Public Agency Additional Member**, select from the drop down list of people associated with the case. For **Caregiver and Additional Member**, complete all the fields and add this person to the case.

There are five types of IEP Meeting attendees:

- **IEP System User** - Anyone with a MD Online IEP System login assigned to the student's school or case.
- **Additional Members** - Anyone who would be assigned to a student's IEP team but would not require a login to the MD IEP system (For example: school nurse, counselor, etc.). This drop down is generated by adding additional members in the Admin Tab under the IEP button. Additional information regarding this function can found at Case Level Functions.
- **Caregiver** - A person who does not have access to the IEP database but can provide information on the student as a caregiver.
- **External User** - A person who does not have access to the IEP database and may or may not be at the school/county/state level, but will be a member of the IEP team.
- **LSS Representative**: This new title has been added to the IEP Team Members dropdown menu.

 The screenshot shows the 'Student Compass' interface for a student named 'Art Black'. The 'Meetings' tab is active. The 'Schedule an IEP Meeting' form includes a 'Date' field with a calendar icon showing '31'. Below this is the 'Attendees' section, which contains a text area with instructions and two empty text boxes for 'Other Attendee'. At the bottom of the attendees section, there is a link '+Add a Team Member' circled in blue. Below the attendees section is a 'Name Type Title' field and 'Save', 'Cancel', and 'Clear Form' buttons.



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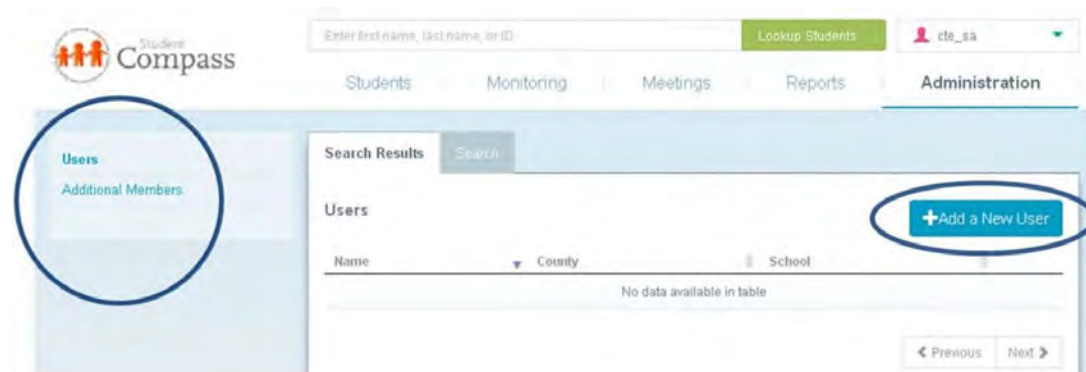
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Team Members are managed/controlled under the Admin Section. See the [Administration section in this User Guide](#) for further information and detailed instructions.





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Starting a New IEP or Working on a Draft IEP

Starting a new IEP is labeled **Next IEP**.

If the student **does not** have an **Active IEP**, the **Next IEP** section with the IEP Table of Contents is automatically displayed after clicking the IEPs button.

If the student **has** an **Active IEP**, then click the **Next IEP** section to begin creating the new IEP.

The **Next IEP** is the draft or working copy of the IEP and will remain until the IEP is closed.

The screenshot shows the "Student Compass" interface. At the top, there is a search bar with the text "Enter first name, last name, or ID" and a "Lookup Students" button. To the right is a user profile icon labeled "cte_ga". Below the search bar are four tabs: "Active IEP", "Amendment", "Next IEP" (which is selected), and "Past IEPs". The main content area is titled "Art Black" and displays student information: "Service School", "Case Manager N/A", "Parents Sample", "Grade: 7", and "DOB: 01/01/2010". There are two buttons labeled "IEP" and "IEPs". To the right is a table of contents for the IEP/Service Plan, including sections like "General Information", "Student and School Information", "Parents/Guardians", "Medical Assistance", "Eligibility", "Participation", "Performance Summary", and "Area Discussion".

Working on a Draft IEP

Any **IEP** or **Amendment IEP** not yet closed is considered a draft IEP. This allows the user to begin developing an IEP or amending an IEP, saving the added information and returning later to complete the document or close the IEP. To access a draft IEP choose **Next IEP**. To access a draft amendment, choose **Amendment**.



Enter first name, last name, or ID

Lookup Students

cte_sa

Active IEP

Amendment

Next IEP

Past IEPs

Art Black



Service School

Case Manager

Parents

Sample

Grade: 7
DOB:
01/01/2010

PLANS

IEP

IEPs

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Parents/Guardians

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[Participation Planning](#)

[Performance Summary](#)

1) Present Level of Academic Achievement and Functional Performance

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Creating an Amendment

IEP Amendment can only be made to cases that have a Closed/Active IEP. **Amendment** is a section available in the **IEP module**. To **copy all the information** from the Active IEP to the Amendment, select **Student And School Information** from the IEP Table of Contents. Then click the **"Copy Active Data from Current Active IEP"** button.

The screenshot shows the 'Student Compass' interface for a student named 'Art Black'. The 'Amendment' tab is selected and circled in blue. The 'Table of Contents' section is expanded to show 'Student and School Information', which is also circled in blue. Within this section, the 'Copy Case Level Demographic Data' button is circled in blue. The interface displays student details such as Grade 7, DOB 01/01/2010, and various identification numbers.



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Managing Team Members

To **assign IEP team members** to a student record select **Assign Team Members** from the **Utilities** section of the IEP Table of Contents page.

The screenshot shows the 'Table of Contents' for an IEP record. The 'Utilities' section is expanded, and 'Assign Team Members' is highlighted with a blue circle. Other items in the Utilities section include 'Print IEP', 'Audit IEP', and 'Close Record'. Above the Utilities section are sections for '3) Goals', '4) Services', and '5) Least Restrictive Environment (LRE) Decision Making & Placement Summary'. The footer of the page reads: 'Developed by the Center for Technology in Education © A partnership of the Maryland State Department of Education and the Johns Hopkins University'.

Edit, Remove or Add a New Team Member to the student's IEP Team here.

The screenshot shows the 'Assign Team Members' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a 'Lookup Students' button. Below the search bar are tabs for 'Active IEP', 'Amendment', 'Next IEP', and 'Past IEPs'. The main content area shows the student's name 'Art Black' and a 'Table of Contents' dropdown menu set to 'Assign Team Members'. Below this is a table with columns for 'Name' and 'Title'. The table lists several roles, each with a checkbox: General Education Teacher, Special Education Teacher, Psychologist, Other Participant, Behavior Specialist, and IEP Chair. A note at the bottom states '* Not an IEP system user'.



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Adding a New Team Member

When selecting **Add New Team Member** button from the bottom of **Schedule an IEP Meeting** page, select the **Team Member Type**. For **Public Agency** or **Public Agency Additional Member**, select from the drop down list of people associated with the case. For **Caregiver** and **Additional Member**, complete all the fields and add this person to the case.

There are four types of IEP Meeting attendees:

- **IEP System User** - Anyone with a MD Online IEP System login assigned to the student's school or case.
- **Additional Members** - Anyone who would be assigned to a student's IEP team but would not require a login to the MD IEP system (For example: school nurse, counselor, etc.). This drop down is generated by adding additional members in the Admin Tab under the IEP button. Additional information regarding this function can found at Case Level Functions.
- **Caregiver** - A person who does not have access to the IEP database but can provide information on the student as a caregiver.
- **External User** - A person who does not have access to the IEP database and may or may not be at the school/county/state level, but will be a member of the IEP team

The screenshot shows the 'Schedule an IEP Meeting' form for student 'Art Black'. The form includes a 'Date' field with a calendar icon. Below the date field is the 'Attendees' section, which contains a text area for instructions and two input fields for 'Other Attendee'. A red circle highlights the '+ Add a Team Member' button. At the bottom of the form are 'Save', 'Cancel', and 'Clear Form' buttons.

Note: Only one team member may be added at a time. You must return to the Schedule an IEP Meeting page for additional team members to be added. Team members in the dropdown, *Add from IEP System Users*, are accumulated over time from previous IEP teams and when completing the Team Member information on the **Notice of an Individualized Education Program (IEP) Team Meeting** form. Be sure to review the team members before closing the IEP to assure the correct members of the team are listed as these names will appear on the first page of the printed IEP. For more information regarding adding **Additional Members** to the dropdown list, go to [Adding Additional Team Members](#).



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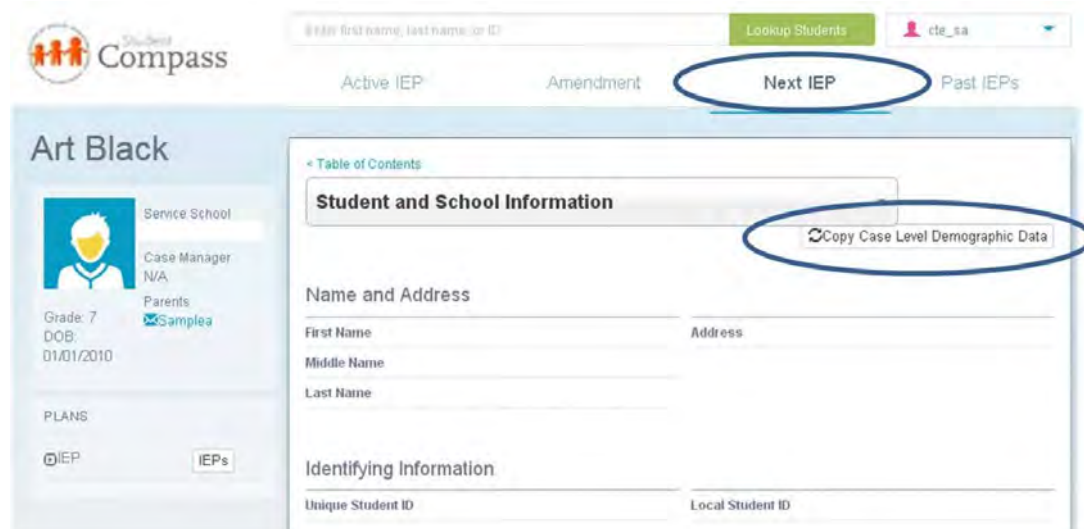


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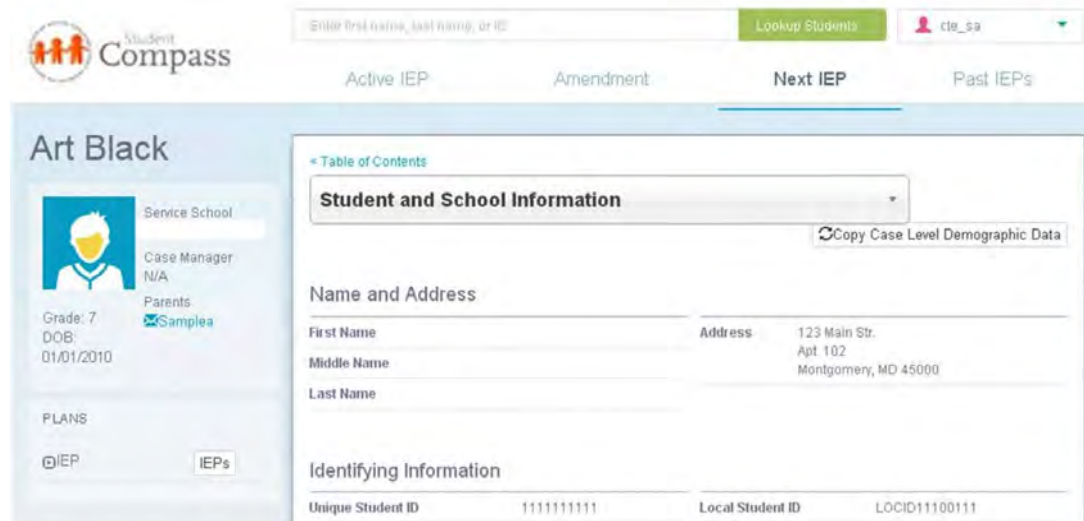
Student and School Information

To begin completing an IEP:

1. Click the **IEPs** button from the left panel or from the IEP Summary page to get to the IEP Module. The **IEP/Service Plan Table of Contents** will be displayed. This page can be accessed at any time clicking the Table of Contents link in the upper left hand corner to go back to the Table of Contents, or the navigation drop-down list in the section title located on each of the IEP pages can be used to quickly navigate to the various sections of the IEP
2. When **adding Student and School Information to a new IEP**, it is necessary to select the **Copy Case Level Demographic Data** button to import any existing demographic data into the IEP. **Click on SAVE** button at the bottom of the page.



3. This will update the IEP with the demographic data found on the student's Case Level or Edit Demographics screen. Once demographic information is copied to the IEP, it cannot be edited from within the **Student and School Information page of the IEP**. Any changes to this demographic data must be made and updated by a County Level/Data Manager and copied again into the student's IEP using the **Copy Case Level Demographic Data** button.



4. Fields are available to record student's native language, which jurisdiction is financially responsible for the student, if the student is under the care and custody of a state agency and whether the student requires a parent surrogate. After entering all necessary information, select **Save**. A notification that the information has been successfully saved will appear at the top of the page.



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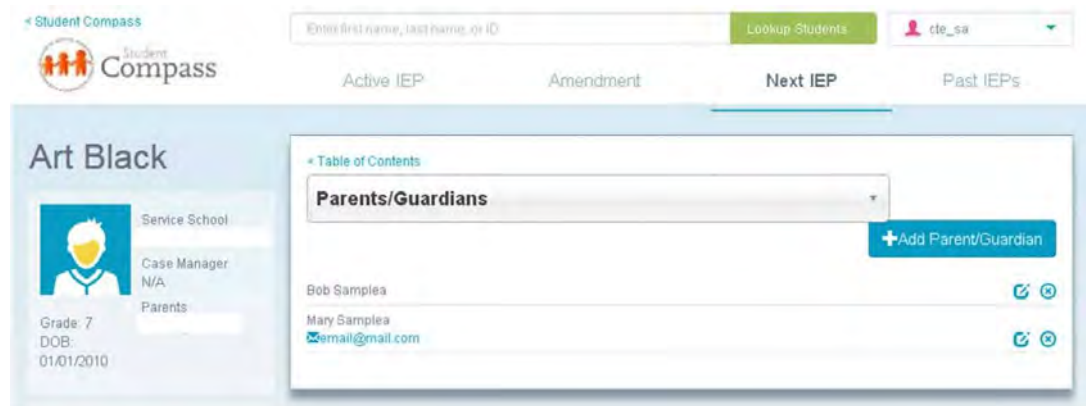
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Parent/Guardian Information

Some Parent/Guardian Information may be filled in from Demographic File submitted by the Local School System. However, Parent/Guardian information can be added or updated at any time.

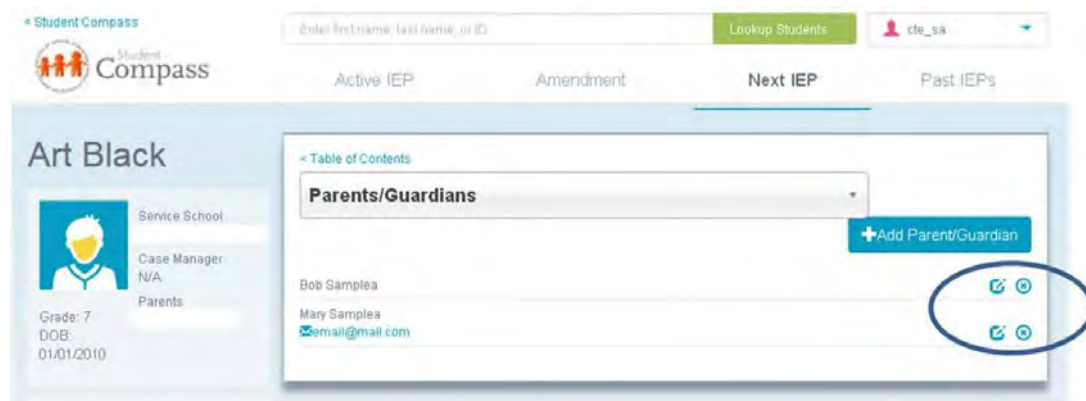


Edit or Delete Parent/Guardian Information or Add a Parent/Guardian

To **edit** the Parent/Guardian information, click on the **Edit button** to the right of the name and the Edit Parent/Guardian page will be displayed. **Enter changes** and click the **Save button**.

To **delete** a Parent/Guardian, click the **Delete button** to the right of the name.

To **add** a Parent/Guardian, click the **Add Parent/Guardian button** and the Parent/Guardian page will be displayed. **Enter all information** and click the **Save button**.





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Medical Assistance

If a student is not eligible for medical assistance services, enter **No** and click the **SAVE** button. There is no need to complete the additional sections.

However, if a student is eligible for medical assistance, the requested information must be entered.

Answering yes to the question, "Is the student eligible for MA?" will prompt a **Parent Authorization** page to print at the end of the IEP.

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar and navigation tabs for 'Active IEP', 'Amendment', 'Next IEP', and 'Past IEPs'. The main content area is titled 'Art Black' and includes a student profile card with fields for 'Service School', 'Case Manager', 'Grade', and 'DOB'. Below this is a 'PLANS' section with 'IEP' selected. The 'Medical Assistance' section is expanded, showing a 'Table of Contents' dropdown and a detailed consent form. The consent form includes a paragraph of text and a bulleted list of requirements for parental consent.

Documentation of Date of Parent Signature for MA Authorization is provided at the bottom of the screen. This data is included in the **Medical Assistance Report** available in the Report Section. After entering all required information, click the **SAVE** button.



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Initial Eligibility Prior to Age 3 with IEP

Note: Only for use for children under the age of 3 **AND** receiving early intervention from a local Infants and Toddlers Program (also known as Transitioning from Part C to Part B). If the child is eligible for special education services as a preschool age child (ages 3-5), the parents have the option at this time to determine to continue services through Part C IFSP or through a Part B IEP.

For children younger than 3 years of age who are transitioning from Infants and Toddlers (Part C) to Preschool (Part B), there are two scenarios.

The first scenario is listed below and the second is in the following section:

Scenario 1: Child is eligible for Part B services and will receive services through an IEP.

- At the bottom of the Dates section, choose "Yes" to "Is this student transitioning from Infants and Toddlers (Part C) to (Preschool) Part B and receiving services through an IEP?".
- The following date fields **should** be filled in:
 - Date of parent consent for initial evaluation
 - Date of initial evaluation
 - Date of initial IEP development
 - Date of parent consent for initiation of services
 - Date IEP is in effect
- The following date fields **should not** be filled in.
 - Date of Parent Consent-Continue Early Intervention Services through and IFSP at age3
 - Date local school system was notified of parent decision to request services through an IEP
 - Date extended IFSP services ended
- Reason for delay is required if:
 - "Date of initial evaluation" is more than 60 days after "Date of parent consent for initial evaluation"
 - OR**
 - If the IEP is not in effect by the child's third birthday.

Dates

Select an age group

INITIAL ELIGIBILITY PRIOR TO AGE 3

INITIAL ELIGIBILITY FOR STUDENT AGES 3-21

Date of parent consent for initial evaluation

Date of initial evaluation

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3

Date local school system was notified of parent decision to request services through an IEP

Date extended IFSP services ended

Date of initial IEP development

<p>Date of parent consent for initiation of services</p> <input type="text" value="31"/>
<p>Date initial IEP is in effect</p> <input type="text" value="31"/>
<p>Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Reason(s) for delay of initial evaluation</p> <p>If evaluation for child was delayed, indicate reason(s) for delay:</p> <ul style="list-style-type: none"><input type="radio"/> Parent repeatedly failed or refused to make the child available<input type="radio"/> Parent refusal to provide consent caused delay in evaluation or initial services<input type="radio"/> Parent requested delay – Parent and IEP team extend the timeframe by mutual written agreement<input type="radio"/> School/facility closure<input type="radio"/> Inclement weather<input type="radio"/> Other <p>NOTE: Age Group must be selected and Part C to Part B question must be answered above before reasons for delay can be selected</p>
<p>If the parent fails to respond or refuses consent to the initial provision of special education and related services, the public agency shall not provide special education and related services to the student and will not be considered in violation of the requirement to make FAPE available in accordance with 34 CFR §300.</p>

Note: The Date of Initial Evaluation will populate on the Close Record screen as Most Recent Evaluation Date.



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Initial Eligibility Continue IFSP

Scenario 2: Child is eligible for Part B preschool special education services but parents choose to remain with Part C Infant and Toddlers services through an IFSP (must be determined before third birthday).

- At the bottom of the Dates Section, choose "No" to "Is this student transitioning from Infants and Toddlers (Part C) to (Preschool) Part B?"
- The following dates **should** be filled in:
 - Date of parent consent for initial evaluation
 - Date of initial evaluation
 - Date of Parent Consent- Continue Early Intervention Services through an IFSP at age 3
- The following dates **should not** be filled in:
 - Date local school system was notified of parent decision to request services through an IEP
 - Date extended IFSP services ended
 - Date of initial IEP development
 - Date of parent consent for initiation of services
 - Date IEP is in effect
- Reason for delay is required if "Date of initial evaluation" is more than 60 days after "Date of parent consent for initial evaluation".
- This child is Eligibility 6. The rest of the IEP would not need to be filled out but an Eligibility 6 Status Report can be printed by accessing the PRINT feature of the IEP.

Dates

Select an age group

INITIAL ELIGIBILITY PRIOR TO AGE 3

INITIAL ELIGIBILITY FOR STUDENT AGES 3-21

Date of parent consent for initial evaluation

31

Date of initial evaluation

31

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3

31

Date local school system was notified of parent decision to request services through an IEP

31

Date extended IFSP services ended

31

Date of initial IEP development

31

Date of parent consent for initiation of services

31

Date initial IEP is in effect

31

Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?

Yes No

Reason(s) for delay of initial evaluation

If evaluation for child was delayed, indicate reason(s) for delay:

- Parent repeatedly failed or refused to make the child available
- Parent refusal to provide consent caused delay in evaluation or initial services
- Parent requested delay – Parent and IEP team extend the timeframe by mutual written agreement
- School/facility closure
- Inclement weather
- Other

NOTE: Age Group must be selected and Part C to Part B question must be answered above before reasons for delay can be selected

If the parent fails to respond or refuses consent to the initial provision of special education and related services, the public agency shall not provide special education and related services to the student and will not be considered in violation of the requirement to make FAPE available in accordance with 34 CFR §300.

The transition from Part C to Part B for children whose parents chose the Extended IFSP Option prior to age 3 is completed under [Initial Eligibility Student Ages 3-21](#).

- a. At the bottom of the Dates section, choose “Yes” to “Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?”
- b. The following date fields should match the dates that were filled in when the child entered Extended IFSP Option and had Initial Eligibility (Prior to Age 3) information entered.
 - Date of parent consent for initial evaluation
 - Date of initial evaluation
 - Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3
- c. The following date fields **should** be filled in.
 - Date of initial IEP Development
 - Date of parent consent for initiation of services
 - Date initial IEP is in effect
- d. The following date fields **should** be filled in for either “Date Local School System was notified by parent decision to request services through an IEP” **OR** “Date Extended IFSP services ended”.
 - Date local school system was notified of parent decision to request services through an IEP
 - Date extended ISFP services ended
- e. Reason for delay **should not** be filled in because eligibility determination must be made by age 3 and no later for child to take part in Extended Part C Option.

Dates

Select an age group

INITIAL ELIGIBILITY PRIOR TO AGE 3

INITIAL ELIGIBILITY FOR STUDENT AGES 3-21

Date of parent consent for initial evaluation

31

Date of initial evaluation

31

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3

31

Date local school system was notified of parent decision to request services through an IEP

31

Date extended IFSP services ended

31

Date of initial IEP development

31

Date of parent consent for initiation of services

31

Date initial IEP is in effect

31

Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?

Yes No

Reason(s) for delay of initial evaluation

If evaluation was delayed, indicate reason(s) for delay:

- Parent repeatedly failed or refused to make the child available
- Student is enrolled after 60-day timeframe began and prior to determination by LSS. Receiving LSS made sufficient progress to complete the evaluation and parent and LSS agreed to a specific time to complete the evaluation (All conditions must be met)
- Parent requested delay – Parent and IEP team extend the timeframe by mutual written agreement
- School/facility closure
- Inclement weather
- Other

NOTE: Age Group must be selected and Part C to Part B question must be answered above before reasons for delay can be selected

If the parent fails to respond or refuses consent to the initial provision of special education and related services, the public agency shall not provide special education and related services to the student and will not be considered in violation of the requirement to make FAPE available in accordance with 34 CFR §300.

Note: The Date of Initial Evaluation will populate on the Close Record screen as Most Recent Evaluation Date.





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Initial Eligibility Ages 3-21

To be used when initial eligibility process **begins** after child's third birthday. For children transitioning from Infant and Toddlers (Part C) to Preschool (Part B), see [Initial Eligibility Prior to Age 3 with IEP](#).

- At the bottom of the Dates section, choose "No" to "Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?"
- The following date fields **should** be filled in.
 - Date of parent consent for initial evaluation
 - Date of initial evaluation
 - Date of initial IEP development
 - Date of parent consent for initial of services
 - Date of initial IEP is in effect
- The following date fields **should not** be filled in.
 - Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3
 - Date local school system was notified of parent decision to request services through an IEP
 - Date extended IFSP services ended
- Reason for delay required if ("Date of initial evaluation" is more than 60 days after "Date of parent consent for initial evaluation").

Dates

Select an age group

INITIAL ELIGIBILITY PRIOR TO AGE 3

INITIAL ELIGIBILITY FOR STUDENT AGES 3-21

Date of parent consent for initial evaluation

31

Date of initial evaluation

31

Date of Parent Consent-Continue Early Intervention Services through an IFSP at age 3

31

Date local school system was notified of parent decision to request services through an IEP

31

Date extended IFSP services ended

31

Date of initial IEP development

31

<p>Date of parent consent for initiation of services</p> <input type="text" value="31"/>
<p>Date initial IEP is in effect</p> <input type="text" value="31"/>
<p>Is this student transitioning from Infants and Toddlers (Part C) to Preschool (Part B) and receiving services through an IEP?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Reason(s) for delay of initial evaluation</p> <p>If evaluation was delayed, indicate reason(s) for delay:</p> <ul style="list-style-type: none"><input type="radio"/> Parent repeatedly failed or refused to make the child available<input type="radio"/> Student is enrolled after 60-day timeframe began and prior to determination by LSS. Receiving LSS made sufficient progress to complete the evaluation and parent and LSS agreed to a specific time to complete the evaluation (All conditions must be met)<input type="radio"/> Parent requested delay – Parent and IEP team extend the timeframe by mutual written agreement<input type="radio"/> School/facility closure<input type="radio"/> Inclement weather<input type="radio"/> Other <p>NOTE: Age Group must be selected and Part C to Part B question must be answered above before reasons for delay can be selected</p>
<p>If the parent fails to respond or refuses consent to the initial provision of special education and related services, the public agency shall not provide special education and related services to the student and will not be considered in violation of the requirement to make FAPE available in accordance with 34 CFR §300.</p>

Note: The Date of Initial Evaluation will populate on the Close Record screen as Most Recent Evaluation Date.



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Continued Eligibility

Continued Eligibility is to be selected if there is already an Active IEP. Enter required information and **click the SAVE button**.

The screenshot shows the 'Student Compass' interface for a student named 'Art Black'. The interface includes a search bar at the top with the text 'Enter first name/last name/ID#'. Below the search bar are tabs for 'Active IEP', 'Amendment', 'Next IEP', and 'Past IEPs'. The 'Active IEP' tab is selected. On the left side, there is a profile card for 'Art Black' with a placeholder image, 'Service School', 'Class Manager N/A', 'Parents', 'Grade: 7', 'DOB: 01/01/2010', and 'PLANS: IEP'. The main content area is titled 'Eligibility' and contains two radio button options: 'Initial Evaluation Eligibility Data' (with a note: 'Only required for student's initial evaluation to determine eligibility') and 'Continued Eligibility Data' (with a note: 'Required for reevaluation at least once every three years'). A note on the right states: 'Note: You can only complete either Initial Evaluation Eligibility Data or Continued Eligibility Data but not both.' Below this, there is a section for 'Area(s) Identified' with a text area containing the following text: '2014 Educational-Reading, math, writing Psychological: Behavioral, Social, and Emotional Classroom Observation. 2011: Psychological: Behavioral, Social, and Emotional Classroom Observation 2010: Educational: Reading, Math, and Written Language Psychological: Cognitive and Behavioral SpeechLanguage Classroom Observation'.

Note: The Evaluation Date will populate on the Close Record screen as Most Recent Evaluation Date.



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Participation Planning

Select the **Participation Planning** from the **IEP Table of Contents** or from the navigation drop-down menu located on each of the IEP section titles to document which assessments the student will take and to document basis for decisions.

Art Black

Service School
Case Manager
N/A
Parents

Grade 7
DOB: 01/01/2010

PLANS

IEP IEPs

4 Table of Contents

Participation Planning

Plan for Participation in Assessments to be Administered During the Term of the Current IEP

Record any additional local school system graduation requirements

B I U [List Icon] [Align Icon] [Color Icon] [Font Size Icon]

The Maryland State Board of Education requires students to earn a minimum of 21 credits beyond the 8th grade. requires 4 additional credits: 1 in math and 3 in the student's career pathway. In addition the student must also take the High School Assessments and pass each individual test or earn a combined score of 1602. See page 37 of the Calendar Handbook for more information. The course requirements, passing HSA scores, and other graduation requirements can be found at the website provided.

State graduation requirements can be found at www.marylandpublicschools.org

Graduation requirements explained to parents?

Yes No



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Performance Summary

Select the **Performance Summary** IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages to record most recent state assessment data. The question "Is the student limited English proficient?" is a **required** response and is located at the top of the page.

The screenshot shows the 'Student Compass' interface for a student named 'Art Black'. The student's profile includes: Service School, Case Manager: N/A, Parents, Grade: 7, DOB: 01/01/2010. There are buttons for 'PLANS', 'IEP', and 'IEPs'. The main content area shows a 'Table of Contents' dropdown menu with 'Performance Summary' selected. Below this is a question: 'Is the student limited English proficient?' with radio buttons for 'Yes' and 'No'. Further down is the 'MMSR' section with the question: 'What was the student's performance on the Maryland Model for School Readiness (MMSR) Kindergarten Assessment?' and a 'Date' field with a calendar icon. At the bottom, there are radio buttons for 'PROFICIENT', 'IN PROCESS', and 'NEEDS DEVELOPMENT'.



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Academic and Functional Areas - School-aged

Area Discussion - Preschool-aged

Area Discussion - School-aged

Strengths and Needs - Preschool-aged

Child Outcome Summary (COS) - Preschool-aged

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Academic and Functional Areas Assessed

For preschool-aged children there is the Early Learning Skills Category that is to be used. There are 7 areas within the Early Learning Skills Category: Social Foundations, Language and Literacy, Mathematics, Science, Social studies, Physical well-being and motor development, and Fine arts can be referenced when completing the Academic and Functional Areas Assessed.

1. Select **Academic and Functional Areas Assessed** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages.

The screenshot shows the 'New Preschooler' IEP page. On the left, there is a sidebar with a student profile (Grade: Preschool, DOB: 05/03/2012) and a 'PLANS' section with 'IEP' selected. The main content area is titled 'IEP / Service Plan / Status Report' and includes sections for 'General Information', 'Student and School Information', 'Parents/Guardians', 'Medical Assistance', 'Eligibility', 'Participation', and 'Performance Summary'. The 'Performance Summary' section is expanded to show '1) Present Level of Academic Achievement and Functional Performance', which includes 'Academic and Functional Areas Assessed', 'Area Discussion', and 'Strengths and Needs Summary'. Below this is '2) Special Considerations and Accommodations', which includes 'Special Considerations', 'Instructional and Testing Accommodations', 'Supplementary Aids, Services, Program Modifications and Supports', 'Extended School Year', and 'Transition'.

2. Click on **Add Area** button.

The screenshot shows the 'New Preschooler' IEP page with the 'Academic and Functional Areas Assessed' section highlighted. A dropdown menu is open, showing 'Academic and Functional Areas Assessed' selected. A blue '+Add Area' button is visible next to the dropdown. The page also includes a 'Back to Table of Contents' link and a 'Next IEP' / 'Past IEPs' navigation bar at the top.

3. Select an **Early Learning Skill** category from the drop-down list. Select the appropriate area within the Early Learning Skills category.

Information

Technical Support & Troubleshooting

Back to Student Compass

Student Compass

Next IEP

Past IEPs

IEP / Service Plan / Status Report IEP 11.0

Area Assessed Back

Category: Early Learning Skills

Area:

- Social Foundations
- Language and literacy
- Mathematics
- Science
- Social studies
- Physical well-being and motor development
- Fine arts

Source(s)

Select source

Level of Educational and Functional Performance: (Consider private, state, local school system, and classroom based assessments, as applicable.)

Does this area impact the student's educational and/or functional performance?

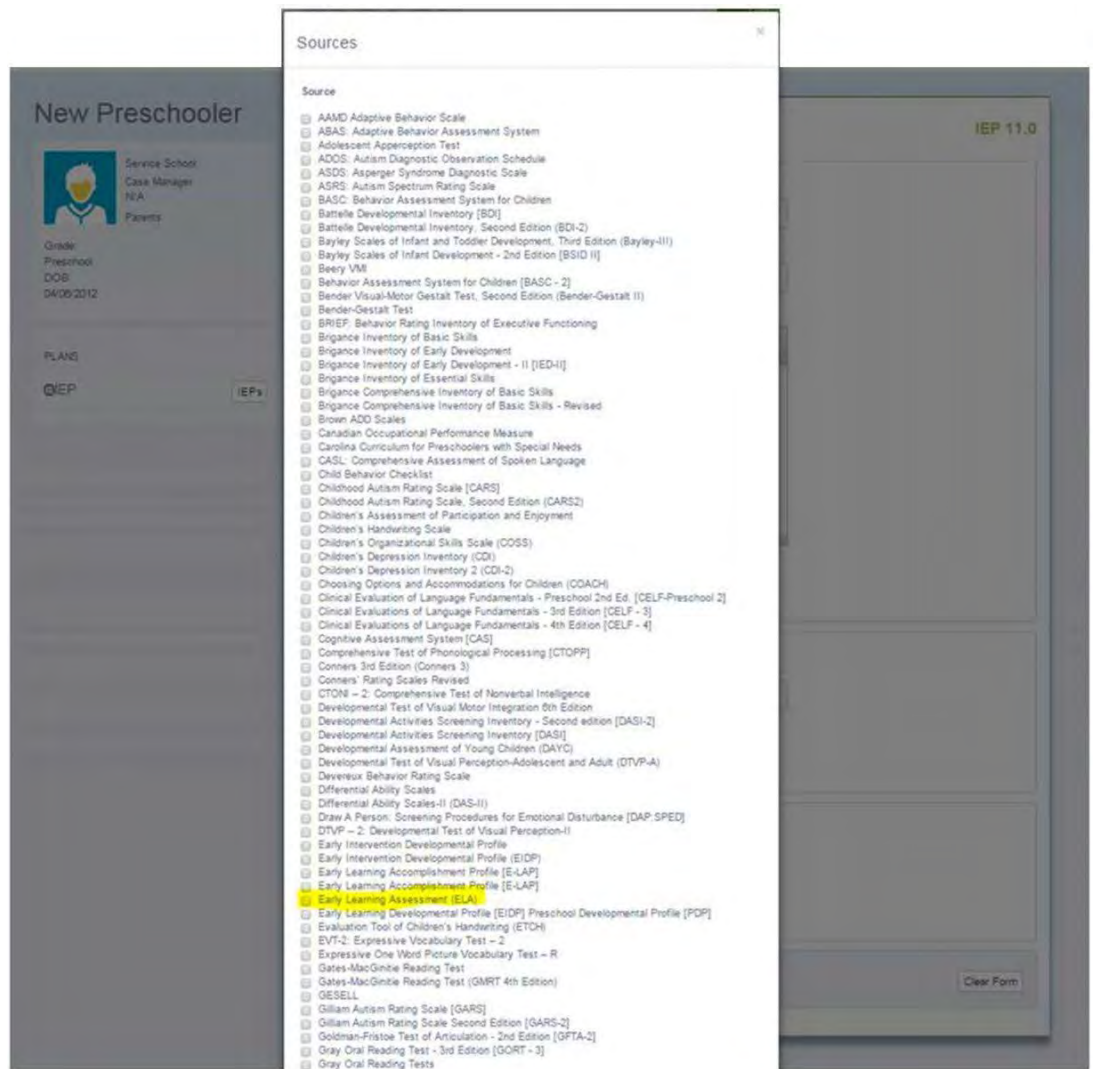
Yes No

A specific goal aligned to this area of impact
 Supplementary Aids, Services, Program Modifications, and Supports
 Embedded IEP Goals
 Services
 This area will NOT be addressed by a goal, supplementary aid, or service. (This option is only to be used for Eligibility 2 Service Plans)

Save Cancel Clear Form

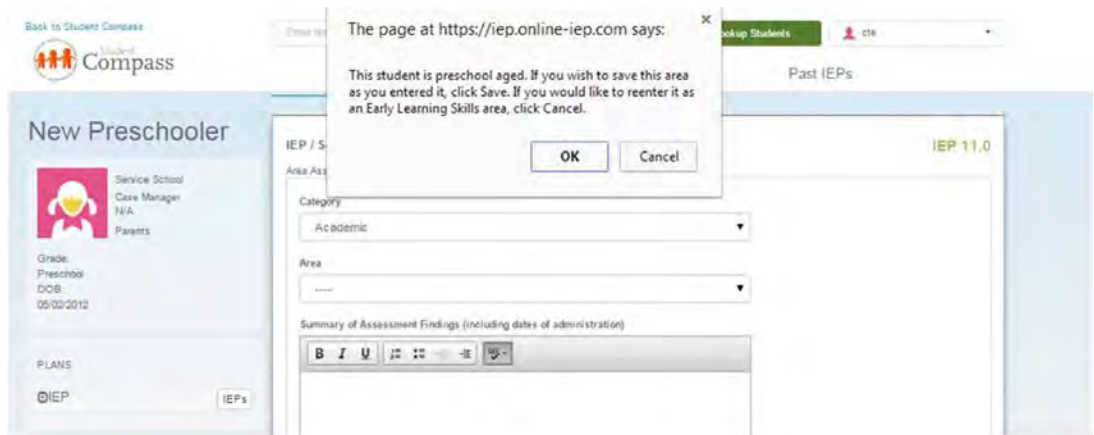
4. Choose a **Source** from the list. Early Learning Assessment (ELA) is an available option. Additional instruments have been added to the Sources interface, including: Preschool Language Scales-5 (PLS-5)-Spanish Edition, Developmental Assessment of Young Children-2 (DAYC-2) and the Stuttering Prediction Instrument for Young Children (SPI).

Click **Select** to save the selected source.



5. Complete all other fields and click the **Save** button at the bottom. The Academic and Functional Area Assessed page will be displayed with Early Learning Skills and the area selected.

6. If a category other than Early Learning Skills is selected for a preschool aged child, an alert window will appear.



7. Click **Write a Goal** button for the appropriate Early Learning Skills. Multiple goals can be created for a category and area assessed.

Back to Student Compass

Student Compass

Enter first name, last name, or ID

Lookup Students

cte

Next IEP

Past IEPs

New Preschooler

Service School Case Manager: N/A
Parents

Grade: Preschool
DOB: 04/09/2012

PLANS

IEP

IEPs

IEP / Service Plan / Status Report

Back to Table of Contents

Academic and Functional Areas Assessed

+ Add Area

IEP 11.0

Early Learning Skills

Language and literacy

+ Write a Goal

Mathematics

+ Write a Goal

Behavioral

Self-management

+ Write a Goal

8. Complete **Goals form**. Click **Save** button.

Back to Student Compass

Student Compass

Enter first name, last name, or ID

Lookup Students

cte

Next IEP

Past IEPs

New Preschooler

Service School Case Manager: N/A
Parents

Grade: Preschool
DOB: 04/09/2012

PLANS

IEP

IEPs

IEP / Service Plan / Status Report

Goal Back

IEP 11.0

Definition

Category: Early Learning Skills

Area: Language and literacy

Description of area affected by disability

Text

Goal

B I U

Text

By: 06/30/2016

Evaluation Method: Standardized Assessment

With: Accuracy 70 %

Is this an ESY goal?

Yes No

Save Cancel

Clear Form

9. The **Goals** screen will appear.

Back to Student Compass

Enter first name, last name, or ID

Lookup Students

cte

Next IEP

Past IEPs

New Preschooler

Service School Case Manager
N/A
Parents

Grade: Preschool
DOB: 04/09/2012

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Back to Table of Contents

Goals

How will the parent be notified of the student's progress toward the IEP goals?
Quarterly

How often?
Quarterly

Save Notification Method

+ Add Goal

Student Compass

Early Learning Skills (1)

Language and literacy

Text

Academic (0)

Behavioral (0)

Health (0)

Physical (0)

10. Use the Student Compass Goal Wizard to assist in writing strong goals.

Student Compass Goal Wizard

New Preschooler
Grade: 92 School: Frost Elementary

View Wizard Podcast

Close Wizard

Quick Check Evaluation Matrix

Getting Started

Create Goals

SMART Checklist

Present Levels

Selected Accommodations

SMART Checklist

The Present Level of Academic Achievement and Functional Performance is the springboard from which measurable annual goals are set and written. Goals represent what the IEP team believes-based on a thorough analysis of evaluation results-the student can and should accomplish with specialized teaching in a year's time. For each identified need in the Present Level of Academic Achievement and Functional Performance statement, there must be a measurable annual goal.

Annual goals answer the following questions:

- What skill or behavior will the student achieve?
- How, in what manner, or what level? [What criterion of success?]
- Where, in what setting, and/or under what conditions?
- Measured in what way?
- In what time frame, if less than an academic year?

Create Goals

Please use the checklist on the left to begin developing your goals. If you have written goals for this draft IEP, they appear below

Early Learning Skills - Language and literacy

Objectives

Academic -

Behavioral -

Back

Finish

This application was developed and produced by the MSDE, Division of Special Education/Early Intervention Services, in collaboration with the Johns Hopkins University / Center for Technology in Education. IDEA Part B Grant #H01270900019A is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other federal agency and should not be regarded as such. The Division of Special Education/Early Intervention Services received funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

11. Click the **Edit button** to proceed through the **Goal Wizard**. Click Save and Next to go through this Goal Wizard.

Student ompass Goal Wizard

New Preschooler
Grade: 92 School: Frost Elementary

View Wizard Podcast | Close Wizard | MD CCRSDS

Getting Started | **Create Goals** | Quick Check Evaluation Metrics

SMART Checklist | Present Levels | Selected Accommodations

SMART Checklist

The Present Level of Academic Achievement and Functional Performance is the springboard from which measurable annual goals are set and written. Goals represent what the IEP team believes-based on a thorough analysis of evaluation results-the student can and should accomplish with specialized teaching in a year's time. For each identified need in the Present Level of Academic Achievement and Functional Performance statement, there must be a measurable annual goal.

Annual goals answer the following questions:

- What skill or behavior will the student achieve?
- How, in what manner, or what level? [What criterion of success?]
- Where, in what setting, and/or under what conditions?
- Measured in what way?
- In what time frame, if less than an academic year?

Add a New Goal

Early Learning Skills ▾

-
- Social Foundations
- Language and literacy
- Mathematics
- Science
- Social studies
- Physical well-being and motor development
- Fine arts

By: _____ ▾

Back | **Save and Next**

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Academic and Functional Areas Assessed

The first step of completing the **Present Level of Academic Achievement and Functional Performance** portion of the IEP is completing **Areas Assessed**.

1. Select **Academic and Functional Areas Assessed** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages.

The Academic and Functional Area Assessed page will be displayed. To add an Area Areas, click the **Add Area** button.

A screenshot of the Student Compass web application. The top navigation bar includes "Active IEP", "Amendment", "Next IEP", and "Past IEPs". The main content area is titled "Art Black" and shows a "Table of Contents" dropdown menu with "Academic and Functional Areas Assessed" selected. Below this, there are sections for "Academic" (with a "Write a Goal" button) and "Removed Areas" (with "Restore" buttons). A sidebar on the left contains student information: "Grade: 7", "DOB: 01/01/2010", and "PLANS".

2. Begin by selecting the appropriate **Category** (i.e., Early Learning Skills, Academic, Health, Physical, and Behavioral.). Then select the appropriate **Area**. For **Areas** not listed, select **Other** and enter the specific area to be addressed in the space provided. The category of "Other" can only be used once. If this is used more than once then the IEP will not pass the close audits. This can be a NOTE.

A screenshot of the Student Compass web application showing the "Area Assessed" form. The form has two dropdown menus for "Category" and "Area". Below these is a "Summary of Assessment Findings (including dates of administration)" section with a rich text editor. At the bottom, there is a "Source(s)" section with a "Set Source" button and a "Level of Performance" section with a text input field.

3. Multiple sources used in the assessment process can be by selecting **Set Source** button, checking the sources and choosing the **Select** button at the bottom of the page. If other is chosen, a textbox will be provided to list any additional assessments not provided in the list.

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4. Does the area impact the student's academic achievement and/or functional performance? Indicate Yes or No for this question. If Yes, choose how the impact will be addressed in the student's IEP. If **A specific goal aligned to this area of impact** is chosen, the MD Online IEP system will verify that a goal matching the category and area assessed is listed in the goal section. If **Supplementary Aids or Services, Embedded IEP Goals, or Services** is chosen, the system will check that at least one item is included in the matching area of the IEP. **Although one of the choices must be checked, the area can be addressed in as many places in the IEP as needed.**

The screenshot shows a form with the following fields and options:

- Source(s):** A dropdown menu with a 'Set Source' button.
- Level of Performance:** A text input field with a placeholder: "(Consider private, state, local school system, and classroom based assessments, as applicable)".
- Does this area impact the student's academic achievement and/or functional performance?** Radio buttons for Yes and No.
- Options for impact:**
 - A specific goal aligned to this area of impact
 - Supplementary Aids, Services, Program Modifications, and Supports
 - Embedded IEP Goals
 - Services
 - This area impacts academic achievement and/or functional performance but will NOT be addressed by a goal, supplementary aid, or service. (This option is only to be used for Eligibility 2 Service Plans)
- Buttons:** Save, Cancel, and Clear Form.

At the bottom of the form, it says: "Developed by the Center for Technology in Education | A partnership of the Maryland State Department of Education and the Johns Hopkins University"

The final option, **This area impacts academic achievement and/or functional performance but will NOT be addressed by a goal, supplementary aid, or service.**, is only available for Eligibility 2, Service Plans.

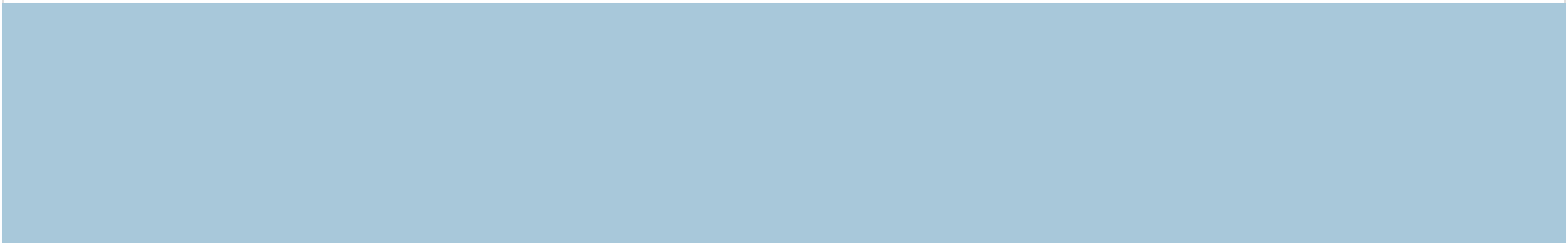
5. After entering information in all the fields, click the **SAVE button**. The area for which information was entered appears on the Areas Assessed page. Select the Edit button to make changes. Select the **Write a Goal button** to be taken to the goal page with the information carried forward, or select the **Add Area button** to enter information for another academic or functional area assessed. Using the **Delete button** will move the information to the bottom of the page and can be restored, if necessary. Once moved to the bottom of the page, the area will not print on the IEP.

The screenshot shows the 'Academic and Functional Areas Assessed' page for a student named Art Black. The page is organized into sections:

- Table of Contents:** Academic and Functional Areas Assessed
- Academic:**
 - Reading Phonics: +Write a Goal, Edit Goals, Delete
 - Reading Fluency: +Write a Goal, Edit Goals, Delete
 - Reading Comprehension: Edit Goals, Delete
 - Math Calculation: +Write a Goal, Edit Goals, Delete
 - Math Problem Solving: +Write a Goal, Edit Goals, Delete
 - Written Language Expression: Edit Goals, Delete
 - Cognitive: +Write a Goal, Edit Goals, Delete
 - Organization: Edit Goals, Delete
- Behavioral:**
 - Self-management: Edit Goals, Delete

On the left side, there is a sidebar for the student 'Art Black' with details like 'Service School', 'Case Manager N/A', 'Parents', 'Grade 7', 'DOB: 01/01/2010', and 'PLANS' (IEP, IEPs).







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Area Discussion - School-aged

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Area Discussion

The **Present Level of Educational Achievement and Functional Performance page** has a different format for a Preschool aged student than for the School aged student. It contains the following three questions:

1. Where does the child spend time? The following options that can be selected: Child care center, Child's home, Early Head Start/Head Start, Family Child Care, Family Support Center, Home of family member, Judy Center, Library, Parent's place of employment, Parks and Recreation program or activities, Preschool playgroup, Private Pre-K/Nursery school, Public Pre-K program, Religious Setting, Shelter, and Other.
2. What are the parents concerns and priorities regarding their preschool child's educational and functional performance?
3. How does the child's disability affect his/her access to and participation in age appropriate activities?

Completing Area Discussion Section

1. Select **Area Discussion** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages.

The screenshot shows the 'New Preschooler' IEP page. On the left, there is a sidebar with a 'PLANS' section containing a radio button for 'IEP' and a button for 'IEPs'. The main content area is titled 'IEP / Service Plan / Status Report' and includes a 'Back to Table of Contents' link. A dropdown menu is set to 'Area Discussion'. Below the dropdown, there are radio buttons for 'Preschool Aged' (selected) and 'School Aged'. At the bottom of the main area, there are 'Save' and 'Clear Form' buttons. The right side of the page shows a list of sections for the IEP, including 'General Information', 'Student and School Information', 'Parents/Guardians', 'Medical Assistance', 'Eligibility', 'Participation', '1) Present Level of Academic Achievement and Functional Performance', 'Academic and Functional Areas Assessed', 'Area Discussion', 'Strengths and Needs Summary', '2) Special Considerations and Accommodations', 'Special Considerations', 'Instructional and Testing Accommodations', 'Supplementary Aids, Services, Program Modifications and Supports', 'Extended School Year', 'Transition', 'Transition Activities', and 'Agency Linkage'. The version number 'IEP 11.0' is displayed in the top right corner.

2. Click on the **Preschool Aged** radio button.

This screenshot is similar to the previous one but shows the 'Area Discussion' section with the 'Preschool Aged' radio button selected. The 'Save' button is highlighted in blue, indicating it is the active action.

Information

Technical Support & Troubleshooting

3. Complete **Area Discussion** form indicating where the child spends time and responses to the two additional questions.

The screenshot shows the 'New Preschooler' IEP form in the Student Compass system. The form is titled 'IEP / Service Plan / Status Report' and is version 'IEP 11.0'. It includes a sidebar with user information and a main content area with the following sections:

- Area Discussion:** A dropdown menu set to 'Area Discussion'.
- Age Group:** Radio buttons for 'Preschool Aged' (selected) and 'School Aged'.
- Where does the child spend time?:** A checklist of locations including Child care center, Child's home, Early Head Start/Head Start, Family Child Care, Family Support Center, Home of family member, Judy Center, Library, Parent's place of employment, Parks and Recreation program or activities, Preschool playgroup, Private Preschool/Nursery school, Public Pre-K program, Religious setting, Shelter, and Other (checked).
- Specify:** A text box containing 'Somewhere else'.
- What are parent's concerns and priorities regarding their preschool child's educational and functional performance?:** A rich text editor with 'Text' entered.
- How does the child's disability affects his/her access to and participation in age appropriate activities?:** A rich text editor with 'Text' entered.

At the bottom of the form are 'Save' and 'Clear Form' buttons.

4. Click the **Save** button.





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Area Discussion

Answering key **Area Discussion** questions completes the **Present Level of Academic Achievement and Functional Performance**. The final question is provided to document impact of disability for preschoolers. When finished with the narrative responses, select **Save**.

Note: **Student Compass Wizards** are available throughout the MD Online IEP system and provide guidance in completing sections where they are included. Use of the **Wizards** is provided under [Additional IEP Functions in this User Guide](#).

The screenshot shows the 'Area Discussion' section for a student named Art Black. On the left, there is a profile card for Art Black, a 7th grader, with a case manager listed as N/A. The main content area has a 'Table of Contents' dropdown menu with 'Area Discussion' selected. Below this, there are two text input fields with rich text editors. The first field is titled 'What is the parental input regarding the student's educational program?' and contains a sample text entry from 2014. The second field is titled 'What are the student's strengths, interest areas, significant personal attributes, and personal accomplishments? (Include preferences and interests for post-school outcomes, if appropriate.)' and contains a sample text entry describing a student's strengths in reading and math.



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Strengths and Needs Summary

The Strengths and Needs page is for and IEP for a preschool-aged child. This page does not need to be completed for a school-aged student.

1. Select **Strengths and Needs Summary** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages.

 The screenshot shows the 'New Preschooler' page in the Maryland Online IEP System. On the left, there is a sidebar with a 'PLANS' section containing a radio button for 'IEP'. The main content area is titled 'New Preschooler' and 'IEP / Service Plan / Status Report'. It includes a profile card for a preschooler (Grade: Preschool, DOB: 05/02/2012) and a list of sections for the IEP. The 'Strengths and Needs Summary' section is highlighted in yellow. Below this, there are two main sections: '1) Present Level of Academic Achievement and Functional Performance' and '2) Special Considerations and Accommodations'. The 'Strengths and Needs Summary' section is currently empty.

2. Complete **Strengths and Needs Summary form**.

Back to Student Compass

Students
Compass

Enter first name, last name, or ID

Lookup Students

cte

Next IEP

Past IEPs

New Preschooler

Service School
Case Manager
N/A
Parents

Grade:
Preschool
DOB:
05/02/2012

PLANS

IEP

IEP / Service Plan / Status Report IEP 11.0

[Back to Table of Contents](#)

Strengths and Needs Summary

For children to be active and successful participants at home, in the community, and in places like child care or preschool programs, they need to develop skills in three functional areas:

- Require you to sign up for or enroll in State's Medical Assistance in order for your child to receive FAPE under IDEA.
- Require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services.
- Use your child's benefits under Medical Assistance if that use would:
 - (1) developing positive social/emotional skills
 - (2) acquiring and using knowledge and skills
 - (3) taking appropriate action to meet needs.

Multiple sources of information are used to understand the child's individual progress in relation to him/herself and to same age peers. These sources include the family's concerns and priorities and the child's educational and functional performance across settings.

DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS

CHILD'S STRENGTHS

What are some things the child likes to do? What skills does the child demonstrate or is beginning to demonstrate?

B I U [List Bullets] [List Numbers] [List Symbols] [List Other]

Text

- Relate to family members
- Relate to/interact with other adults
- Relate to/interact with siblings/other children
- Communicate/regulate emotions and feelings
- Engage others in social interactions and play
- Adapt to changes in routines or settings
- Understand and follow social rules

CHILD'S NEEDS

What are some things or behaviors that the child does not do or are difficult for the child? In what activities or skill areas does the child need considerable support and/or practice?

B I U [List Bullets] [List Numbers] [List Symbols] [List Other]

Text

Information

Technical Support & Troubleshooting

3. Click **Save** button.

TAKING APPROPRIATE ACTION TO MEET NEEDS

CHILD'S STRENGTHS

What are some things the child likes to do? What skills does the child demonstrate or is beginning to demonstrate?

B I U [List Bullets] [List Numbered] [List None] [Undo]

Text

CHILD'S NEEDS

What are some things or behaviors that the child does not do or are difficult for the child? In what activities or skill areas does the child need considerable support and/or practice?

B I U [List Bullets] [List Numbered] [List None] [Undo]

Text

Save

Child Outcome Summary **+ Add COS**

- Communicate wants and needs
- Contribute to his own health and safety
- Meet self-care needs (feeding, dressing, toileting)
- Respond to delays in getting needs/wants met
- Seek help when necessary
- Move around to get things

4. Click on the **Add COS** button to begin completing the [Child Outcome Summary form](#).





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Child Outcome Summary (COS) Process

Child Outcome Summary (COS) Process is completed when a child enters the program, while in the program (interim time), and exits the program. The **Entry form** is slightly different than the **Interim and Exit forms**.

Completing Entry Child Outcome Summary Form

1. After completing the Strengths and Needs Summary form, click on the **Add COS button** at the bottom of the page.
2. **Begin completing the form.** Select Entry from the drop-down list, enter the date and Source, and mark the box if the parent's input was not used to complete this form. **Click Save button.**

 The screenshot shows the 'New Preschooler' form in the Maryland Online IEP System. The form is titled 'New Preschooler' and includes a 'Service School Case Manager' field with 'N/A' and 'Parents' listed. The 'Grade' is 'Preschool' and the 'DOB' is '05/02/2012'. There are 'PLANS' sections for 'IEP' and 'IEPs'. The main form area is titled 'IEP / Service Plan / Status Report' and 'Child Outcome Summary Back'. It contains a 'Child Outcome Summary (COS)' dropdown menu with 'Entry' selected. Below this is a date field with '31' and a 'Sources' text area. There is a checkbox labeled 'Collected without parent input'. At the bottom, there are 'Save', 'Cancel', and 'Clear Form' buttons. The top of the form has a search bar for 'Enter first name, last name, or ID', a 'Lookup Students' button, and a user profile icon labeled 'cte'. The page also shows 'Next IEP' and 'Past IEPs' tabs.

3. Click on the **appropriate radio button** for each section on the COS form.

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IEP / Service Plan / Status Report

Child Outcome Summary Back

Child Outcome Summary (COS)

Entry

COS Completed Date

07/01/2015

Sources

ELA

Collected without parent input

DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS

HOW DOES THE CHILD'S DEVELOPMENT RELATE TO HIS/HER SAME-AGE PEERS?

Not yet	Overall Not Age-Appropriate		Overall Age-Appropriate		Overall Completely
	Nearly	Somewhat	Somewhat	Completely	
Relative to same age peers child functioning might be described as like that of a much younger child. He/she shows early skills, but not yet immediate foundational or age expected skills in this area.	Relative to same age peers child showing some emerging or immediate foundational skills, which will help him/her to work toward age appropriate skills in this area.	Relative to same age peers child is not yet using skills expected of his/her age. He/she does however use many important and immediate foundational skills to build upon in this area.	Relative to same age peers child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected in this area.	Relative to same age peers child shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in this area.	Relative to same age peers child has the skills that we would expect of his/her age in regard to this area; however, there are concerns with this area.
<ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child functioning reflects skills that developmentally come before immediate foundational skills. 	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational. 	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child. 	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate. 	<ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child. 	<ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.

ACQUIRING AND USING KNOWLEDGE AND SKILLS

4. Click Save button.

Completing Interim and Exit forms Child Outcome Summary Form

1. Go to the **Strengths and Needs page** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages and click on the **Add COS button** at the bottom of the page.
2. **Begin completing the form.** Select Interim or Exit from the drop-down list, enter the date and Source, and mark the box if the parent's input was not used to complete this form. **Click Save button.**

Back to Student Compass

Students
Compass

Lookup Students

cte

Next IEP

Past IEPs

New Preschooler

Service School
Case Manager
N/A
Parents

Grade:
Preschool
DOB:
06/02/2012

PLANS

IEP IEPs

IEP / Service Plan / Status Report

IEP 11.0

Child Outcome Summary Back

Child Outcome Summary (COS)

Interim
Exit

Sources

Collected without parent input

Save Cancel Clear Form

3. Click on the **appropriate radio button** for each section on the COS form.

New Preschooler
IEP / Service Plan / Status Report
IEP 11.0

Service School
Case Manager:
N/A
Parents

Grade:
Preschool
DOB:
05/02/2012

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Child Outcome Summary [Back](#)

Child Outcome Summary (COS)

Interim

COS Completed Date

07/31/2015

Sources

ELA

Collected without parent input

DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS

HOW DOES THE CHILD'S DEVELOPMENT RELATE TO HIS/HER SAME-AGE PEERS?

Overall Not Age-Appropriate				Overall Age-Appropriate		
Not yet	Nearly		Somewhat	Completely		
<p>Relative to same age peers child functioning might be described as like that of a much younger child. He/she shows early skills, but not yet immediate foundational or age expected skills in this area.</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child functioning reflects skills that developmentally come before immediate foundational skills. 	<p>Relative to same age peers child showing some emerging or immediate foundational skills, which will help him/her to work toward age appropriate skills in this area.</p> <ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. Note: functioning reflects skills that are not immediate foundational. 	<p>Relative to same age peers child is not yet using skills expected of his/her age. He/she does however use many important and immediate foundational skills to build upon in this area.</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child. 	<p>Relative to same age peers child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected in this area.</p> <ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate. 	<p>Relative to same age peers child shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in this area.</p> <ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child. 	<p>Relative to same age peers child has the skills that we would expect of his/her age in regard to this area; however, there are concerns with this area.</p> <ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations. 	<p>Relative to same age peers child has the skills that we would expect of his/her age in regard to this area.</p> <ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.

Has the child shown any new skills or behaviors related to positive social-emotional development since the last Strengths and Needs Summary?

Yes No

4. Click on **Yes** or **No** radio button to answer the question of "Has the child shown any new skills or behaviors related to positive social-emotional development since last Strengths and Needs Summary?"

5. Click **Save** button.





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Tip: Consideration of Communication and Assistive Technology (AT) is required.

1. Select **Special Considerations** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages. Special Consideration Plans (*Communication, Assistive Technology (AT), Blind or Visually Impaired, Deaf or Hearing Impaired, Behavioral Intervention Plan, and Limited English Proficiency*) will default as Not Considered. To indicate that have been considered, click the **Edit** button and complete the plan.

The screenshot shows the "Special Considerations" section for a student named "Art Black". On the left, there is a student profile card with a photo placeholder, "Service School", "Case Manager N/A", "Parents", "Grade 7", "DOB: 01/01/2010", and "PLANS" with "IEP" and "IEPs" buttons. On the right, there is a "Table of Contents" dropdown menu set to "Special Considerations". Below this, there are two sections: "Considered" and "NOT Considered". Under "Considered", there are two items: "Communication" and "Assistive Technology", each with a blue edit icon and a blue refresh icon. Under "NOT Considered", there are four items: "Blind or Visually Impaired", "Deaf or Hearing Impaired", "Behavioral Intervention Plan", and "Limited English Proficiency", each with a blue edit icon.

2. Select the **SAVE** button. Considered plans will appear at the top of the screen under the heading **Considered**.

3. Considered plans can be edited or removed from considered status.

4. **IEP Special Considerations:** Blind or Visually Impaired selections has been adjusted to include close level audit in Amendments to allow updated Braille Evaluation Date.



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Instructional and Testing Accommodations

Note: Student Compass Wizards are available throughout the MD Online IEP and provide guidance in completing sections where they are included. Use of the **Wizards** is provided under [Additional IEP Functions in this User Guide](#).

1. Select **Instructional and Testing Accommodations** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages.

The screenshot shows the 'Instructional and Testing Accommodations' page for a student named Art Black. The sidebar on the left contains student information: Service School, Case Manager (N/A), Parents, Grade 7, and DOB: 01/01/2010. The main content area has a dropdown menu set to 'Instructional and Testing Accommodations'. Below this, there are three sections of accommodations, each with a table of options and their conditions for use in instruction and assessment.

Visual Presentation Accommodations		Conditions for Use in Instruction and Assessment
<input type="checkbox"/>	1-A: Large Print	I, A
<input type="checkbox"/>	1-B: Magnification Devices	I, A
<input type="checkbox"/>	1-C: Interpretation/Transliteration for the Deaf and Hard of Hearing	I, A

Tactile Presentation Accommodations		Conditions for Use in Instruction and Assessment
<input type="checkbox"/>	1-D: Braille	I, A
<input type="checkbox"/>	1-E: Tactile Graphics <small>NOTE: For purpose of State assessments, any tactile graphics needed are included with the Braille version of the test.</small>	I, A ¹

Auditory Presentation Accommodations		Conditions for Use in Instruction and Assessment
<input type="checkbox"/>	1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test	I, A ²
<input checked="" type="checkbox"/>	1-G: Human Reader or Audio Recording of Selected Sections of Test	I, A ²
<input type="checkbox"/>	1-H: Audio Amplification Devices	I, N/A

2. If **Instructional and Testing Accommodations** are required, complete the relevant **Presentation, Response, Timing and Scheduling, and Setting Accommodations**. Document the basis for decision for all choices to indicate how the accommodation will be administered.

3. Click the **SAVE** button and a notification that the information has been successfully saved will appear.

4. If no **Instructional and Testing Accommodations** are required, select check box "Instructional and testing accommodations were considered and no instructional testing accommodations are required at this time" at the bottom of the screen. A "discussion to support decisions" will become available. Enter text and click the **SAVE** button.

The screenshot shows a checkbox with the text: "Instructional and testing accommodations were considered and no instructional and testing accommodations are required at this time".



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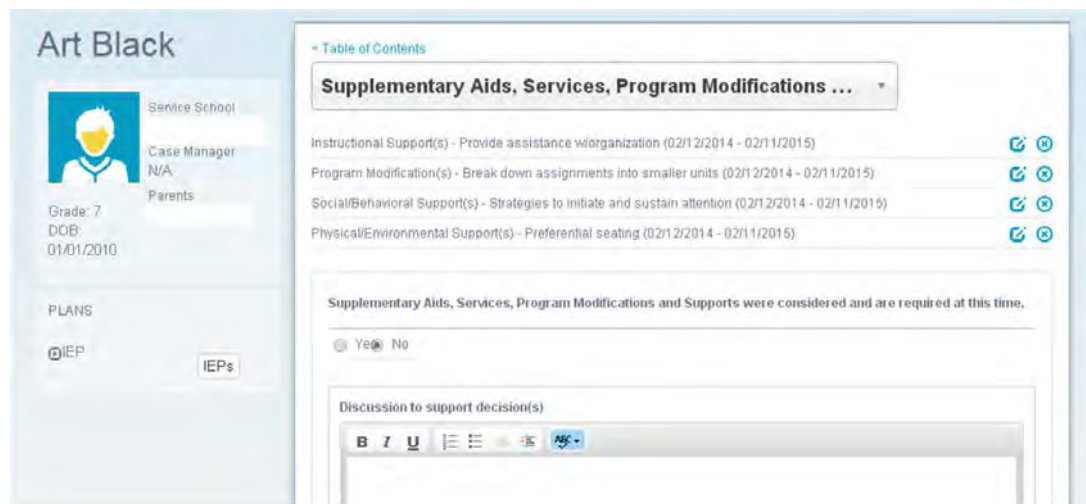
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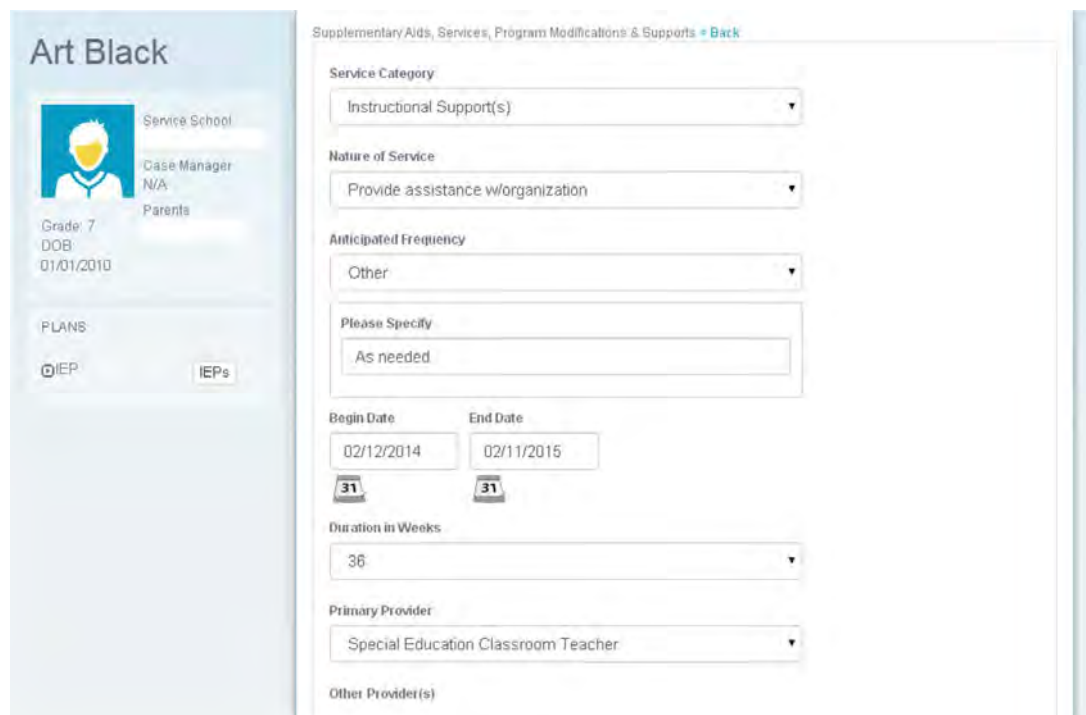
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Supplementary Aids, Services, Program Modifications and Supports

1. Select **Supplementary Aids, Services, Program Modifications and Supports** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages.
2. Choose the appropriate option:
 - A. If *Supplementary Aids, Services, Program Modifications and Supports were considered and are required at this time* is chosen, enter **Documentation to Support Decision(s)**, and click the **SAVE** button. Then select **Add Supplementary Aids, Services, Program Modifications and Supports** button.
 - B. If *Supplementary Aids, Services, Program Modifications and Supports were considered and none are required at this time* is chosen enter **Discussion to Support Decision(s)**, and click the **SAVE** button.



3. For each **Supplementary Aid, Service, Program Modification or Support**, enter the required information, and select Save. "Nature of Service" reflects indirect services as well as aids, program modifications and supports.





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Extended School Year (ESY)

Note: Extended School Year (ESY) decision can be deferred to a later date, if needed. The page can be completed through an amendment to document ESY decision making.

1. Select **Extended School Year (ESY)** from the IEP Table of Contents or from the in the section title located on each of the IEP pages.
2. Select **YES** or **NO** for each question and complete **Discussion to support decisions** for each question.
3. After considering the questions, select **YES, student is eligible for ESY service** or **NO, student is not eligible for ESY service**.
4. Click the **SAVE** button.

The screenshot shows the 'Art Black' student profile on the left, including service school, case manager, grade (7), and date of birth (01/01/2010). The main area is titled 'Extended School Year' and contains the following text:

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.

ESY Decision Deferred

Yes No

1) Does the student's IEP include annual goals related to critical life skills?

Yes No

Discussion to support decision

Alex does not have critical life skills on his IEP. He is accessing the essential curriculum with his peers when provided with accommodations and supplementary aids and services.



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Transition

Transition is divided into three sections: **Transition**, **Transition Activities**, and **Agency Linkage**. For a student who will be 14 years or older through the data date range of the current IEP, all three sections are **required** to be completed.

Note: **Wizards** are available throughout the MD Online IEP and provide guidance in completing sections where they are included. Use of the **Wizards** is provided under [Additional IEP Functions in this User Guide](#).

1. Select **Transition** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP page. Complete the **Transition** screen with appropriate information. The **selection of 4 year, 5 year, or 6 year plan in which the student is participating**, **Graduation Plan Date of Annual Student Interview** and an **Employment Goal** (outcome) are required as well as either a **Training** or **Educational Goal** (outcome).

 A screenshot of the 'Transition' screen. On the left, a student profile for 'Art Black' is shown with a photo, service school, case manager (N/A), and grade (7). The main area is titled 'IEP/Service Plan/Status Report' and has a 'Table of Contents' dropdown menu with 'Transition' selected. Below the dropdown, it says 'To be completed annually, beginning at age 14 or younger, if determined appropriate'. There is a section 'The student is currently participating in a:' with radio buttons for '4 year plan', '5 year plan', and '6 year plan'.

2. Select **Transition Activities** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP page. **Transition Activities** can be added to the next screen by choosing **Add Transition Activity**. Complete information and click the **SAVE** button.

 A screenshot of the 'Transition Activities' screen. At the top, there is a search bar for 'Student Compass' with a 'Lookup Students' button and a user dropdown menu. Below this are tabs for 'Active IEP', 'Amendment', 'Next IEP', and 'Past IEPs'. The main area is titled 'Art Black' and has a 'Table of Contents' dropdown menu with 'Transition Activities' selected. The student profile information is visible on the left.

4. Select **Agency Linkage** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP page. Complete as appropriate and document decision and click the **SAVE** button.

The screenshot displays the Maryland Online IEP System interface. At the top, there are navigation tabs for 'Active IEP', 'Amendment', 'Next IEP', and 'Past IEPs'. The main content area is titled 'Art Black' and includes a profile card with a photo, 'Service School Training Middle Case Manager', 'Grade: 7', and 'DOB: 01/01/2010'. Below this is a 'PLANS' section with 'IEP' selected. The right-hand side shows the 'IEP / Service Plan / Status Report' for 'IEP 11.0', with a 'Back to Table of Contents' link. The 'Agency Linkage' section is expanded to show 'Adult Service Agencies' with a table of checkboxes for 'The student has been referred to:', 'Agency Representatives were invited to the IEP Team meeting:', and 'Anticipated Services in Transition:' for three agencies: Division of Rehabilitation Services (DORS), Developmental Disabilities Administration (DDA), and Behavioral Health Administration (BHA). A 'Discussion to support decision' text area is at the bottom.

Note: Information regarding the student's graduation plan as a 4, 5 or 6 year plan is a required element and part of the IEP audit in order to close a draft IEP.

Summary of Performance Report

The **MSOP** will be generated as a report in the Maryland Online IEP system. The MSOP report pulls the necessary information from the IEP to satisfy the IDEA regulations of providing a summary upon exit. The MSOP report does not require any manual data entry and is accessible in the MD Online IEP system in the Reports section.

The **SOP report** will be generated and disseminated prior to the student's exit from public school. This may be completed during a formal Exit Meeting or discussed as part of their annual IEP meeting and then disseminated prior to exiting school.

Beginning with the 2016/2017 school year the Summary of Performance report will officially replace the Exit Document for all Maryland school systems



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Tracking Progress on IEP Goals

Goals are listed according to the category and area assessed. **After a Goal is saved**, buttons appear to **Edit the Goal** and to **Delete the Goal**. After the IEP is closed, buttons to View the goal, objectives and alignment and Track Progress are available.

Student Progress can be entered from the **Goal page in the IEP section** or the **Monitoring page in the Student Compass section**. The process to add progress on an IEP is the same from the Monitoring and Goal page.

To enter progress on an IEP goal follow these steps:

1. Identify the goal that is to be updated, click the **Track Progress** button next to the goal.
2. The **Track Progress** page will be displayed with the goal and all of its objectives.

The screenshot displays the 'Track Progress' page for a goal. The page is titled 'Art Black' and shows the student's profile information, including Grade 2 and DOB 06/27/2007. The goal description is: 'When given a grade leveled text, Art will analyze how and why individuals, events, and ideas develop and interact over the course of the text in 4 out of 5 texts.' The 'Past Progress' table shows two reports: one on 07/05/2016 with 'Sufficient Progress' and 'initial test', and another on 07/15/2016 with 'Sufficient Progress' and 'follow up'. The 'Current Progress' section includes objectives, a progress code, and actual results achieved (4 out of 7 trials). The target date is 01/13/2017.

Back to Student Compass

Students: Compass

Active IEP | Amendment | Next IEP | Past IEPs

Art Black

Service School: [Redacted]
Case Manager: [Redacted]
Parents: Mom
Grade: 2
DOB: 06/27/2007

STUDENT LONGITUDINAL PROFILE

PLANS

IEP

Maryland Online IEP IEP / Service Plan / Status Report IEP 12.0

Track Goal Progress Back

Goal

When given a grade leveled text, Art will analyze how and why individuals, events, and ideas develop and interact over the course of the text in 4 out of 5 texts.

Past Progress

#	Report Date	Progress Code	Description
1	07/05/2016	Sufficient Progress	initial test
2	07/15/2016	Sufficient Progress	follow up

Current Progress

Objectives

Which of the following objective(s) was addressed in this goal progress report?	Was the objective met?
<input checked="" type="checkbox"/> Art will draw conclusions about characters in a story to determine their traits.	<input checked="" type="radio"/> Yes <input type="radio"/> No
<input checked="" type="checkbox"/> Art will identify cause/effect relationships between characters and major story events and challenges in text.	<input type="radio"/> Yes <input type="radio"/> No

Progress Code

Achieved
 Making sufficient progress to meet goal
 Not making sufficient progress to meet goal (IEP team needs to meet to address insufficient progress)
 Newly Introduced skill, progress not measurable at this time
 Not yet introduced

Last Code: Making sufficient progress to meet goal

Actual Results Achieved

___ out of ___ trials
 out of trials

Date of Progress Report

Last Score: 4 out of 7 trials - 07/15/2016
 Target Score: 5 out of 7 trials

Target Date: 01/13/2017

Description of Progress

Evaluation Method: Classroom-Based Assessment
ESY Goal: No

Alignment

Alignment with Maryland's College and Career-Ready Standards

English Language Arts: K - 12
Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Save Cancel Clear Form

3. Select the objective that was addressed in the progress period. Select if the objective was met or not. At least one objective needs to be rated in each progress update.

4. **Enter all necessary information** to document student progress toward this IEP goal. Click the **SAVE button**. Once the progress has been saved, the Goal page will be displayed reflecting the most recent updates on progress for the goal and the date of the last progress update. The Monitoring page will be updated to reflect the most recent progress for the goal and the date of the last progress update.

If the goal has a value in the "With" section besides other, and there are 2 progress updates then a graphical display of the goal progress will be displayed on the Monitoring and IEP Goals pages.

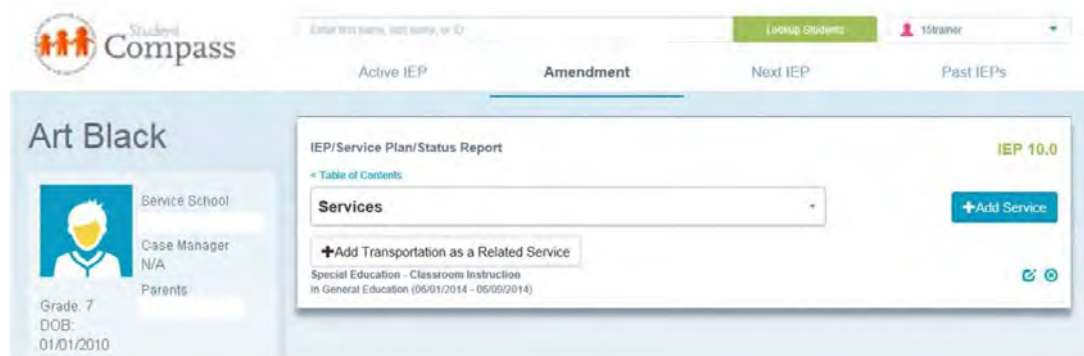




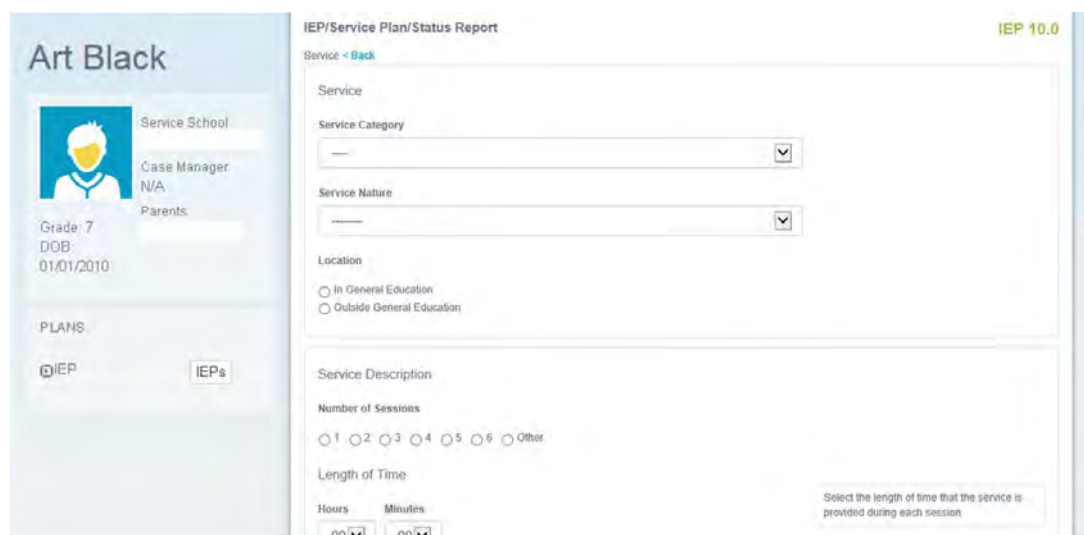
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Adding a Service

Add services to a student's case by selecting **Services** from the IEP Table of Contents or from the navigation drop-down list in the section title located on each of the IEP pages to display the Services page. Click the **Add Service** button.



The screen will refresh and will look like the **Add New Service** page below.



Tip: For 11 or 12 month students, or for students who have different service delivery models based on school schedule (block scheduling, for example), it can be helpful to list the same service more than once to stagger beginning and ending dates.

For example, a high school student may receive 10 hours a week of special education instruction in the fall semester (August-December), and 5 hours a week of special education instruction in the spring semester (January-June). In this case, Special Education Instruction would need to be entered twice with details specific to each semester. The same would hold true of a summer sessions (11th or 12th month, but not considered ESY) if not the same as services offered during the school year.

Each service entry will print/list separately on the IEP.

ESY services can be added at the bottom of the screen if "Is this an ESY Service?" is answered YES.

Special Transportation

If **Transportation** is indicated as a related service, it can be added on the **Services** section of the IEP. Begin by choosing **Add Transportation as a Related Service** button on the **Services** screen. Complete the data screen and click on the **Save** button. Transportation can be added for ESY by answering YES to the question "Is this an ESY

service?" at the bottom of the screen.

Student Compass

Logout Student | 15 Minutes

Active IEP | **Amendment** | Next IEP | Past IEPs

Art Black

Service School
Case Manager: N/A
Parents

Grade: 7
DOB: 01/01/2010

IEP/Service Plan/Status Report

IEP 10.0

< Table of Contents

Services

+ Add Service

+ Add Transportation as a Related Service

- Special Education - Classroom Instruction in General Education (06/01/2014 - 06/09/2014)
- Related Services - Speech/Language Therapy as a Related Service in General Education (06/07/2014 - 06/07/2015)



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Service Description

Each service is further defined by *Location*, *Number of Sessions*, *Length of Time*, *Frequency*, *Date Range*, *Duration*, and *Provider(s)*.

- Location:** Indicate whether the service will be provided in or outside general education
- Number of Sessions:** Number of Session is required for any Related Service. However, in order to have the system accurately calculate the Time Outside General Education on the Least Restrictive Environment page, Special Education Services should also indicate the Number of Sessions.
- Length of Time:** Indicate the number of hours and/or minutes for each session to be provided.
- Frequency:** This is taken into consideration when calculating the percentage of the school day the student is in general education.
- Service date:** These dates record the date range the service will be provided. See Note below for additional information.
- Providers:** Providers can include anyone who will be responsible for the delivery of the service.

Answer the **ESY** question at the bottom of the screen. If **YES** is chosen, the screen will expand to enter ESY service information.

Note: In certain cases, it may be helpful to list the same service more than once to stagger beginning and ending dates.

For example, a high school student may receive 10 hours a week of special education instruction in the fall semester (August-December), and 5 hours a week of special education instruction in the spring semester

(January-June). In this case, Special Education Instruction would need to be entered twice with details specific to each semester.

Tip: It can be easier to complete service provision details in the following order: Number of Sessions, Service Time, Frequency. Example: Two 30 minute sessions, weekly.



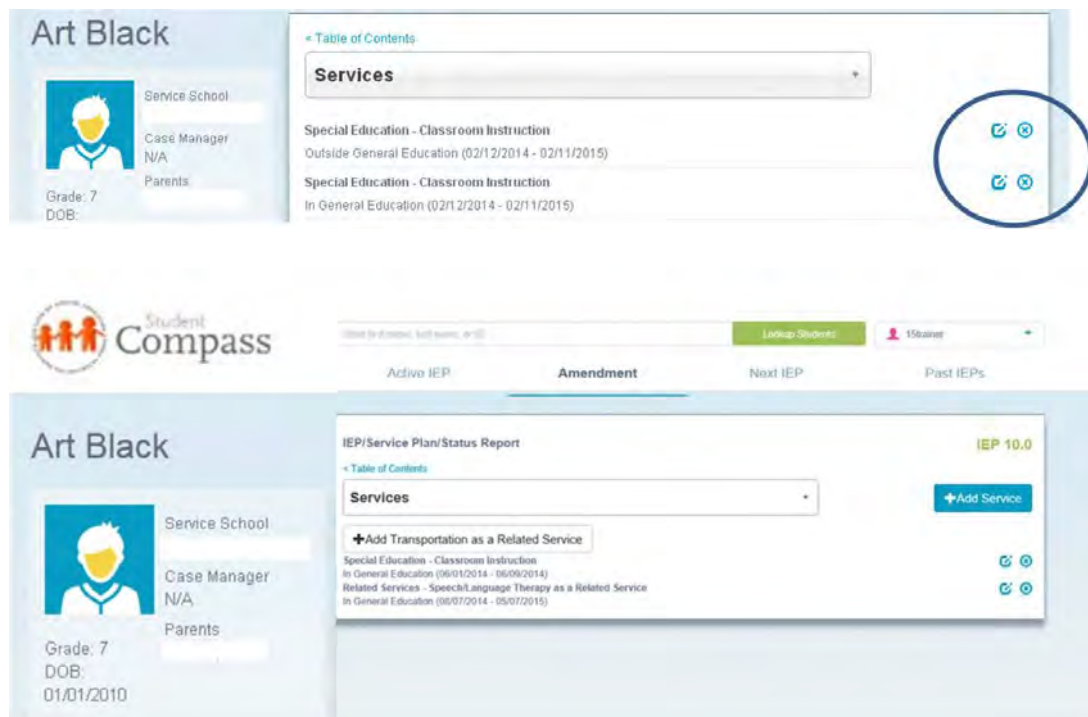
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Edit/Delete Services

After creating and successfully saving a Service, it will be displayed on the **Services page**. Each service will be listed separately and will indicate whether it is provided In or Outside General Education. There is an option to **Edit/Delete an existing Service** or to **Add another Service**.





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Special Education Placement - Preschool

For Preschool-aged children, a time in General Education does not need to be calculated. A Special Education Placement does need to be selected.

1. Select the correct placement on the **Special Education Placement drop-down list**.

If the special education placement is: ATTENDING A REGULAR EC PROGRAM AT LEAST 10 HR/WK MAJORITY SERV IN EC SETTING or ATTENDING A REGULAR EC PROGRAM < 10 HR/WK MAJORITY SERV IN EC SETTING, then the environment the child is receiving the majority of special education services is to be selected. This information does not print on the IEP form.

 A screenshot of a web form titled "Special Education Placement" for preschool-aged children. The "Age" section has two radio buttons: "Special education placement (ages 3-5)" (selected) and "Special education placement (ages 6-21)". The "Special Education Placement" dropdown menu is set to "ATTENDING A REGULAR EC PROGRAM AT LEAST 10 HR/WK MAJORITY SERV IN EC SETTING". Below this, there is a section titled "Select in which environment the child is receiving the majority of special education services." with several radio button options: Child care center, Head Start, Judy Center, Kindergarten, Private Pre-K/Nursery school, Public Pre-K program, and Other.

If the special education placement is the ATTENDING A REGULAR EC PROGRAM, 10 HR/WK MAJORITY SERV IN OTHER LOCATION or ATTENDING A REGULAR EC PROGRAM AT LEAST 10 HR/WK MAJORITY SERV IN OTHER LOCATION, then the other location is to be identified. This information does not print on the IEP form.

 A screenshot of a web form titled "Special Education Placement" for preschool-aged children. The "Age" section has two radio buttons: "Special education placement (ages 3-5)" (selected) and "Special education placement (ages 6-21)". The "Special Education Placement" dropdown menu is set to "ATTENDING A REGULAR EC PROGRAM < 10 HR/WK MAJORITY SERV IN OTHER LOCATION". Below this, there is a section titled "Select the regular early childhood environment the child attends" with several radio button options: Child care center, Head Start, Judy Center, Kindergarten, Private Pre-K/Nursery school, Public Pre-K program, and Other. At the bottom, there is a text box for "Identify the other location in which the child receives the majority of special education services. Examples include, but are not limited to: preschool special education classroom, speech-language therapy room, resource room. NOTE: Do not use the term 'service provider location,' as this term is a distinct preschool LRE setting to be used for children not participating in any early childhood program or setting."

All other LRE codes selected do not have the option to select or identify the early childhood environment or other location.

2. Complete the rest of the LRE form.
3. Click the **Save** button.



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Calculating Time in General Education - School-aged

On the **Least Restrictive Environment (LRE) Decision Making and Placement Summary** page, complete the time fields:

1. Enter the hours and minutes in a school week. Use 00 when no hours or minutes are indicated.

2. Enter the time for outside of General Education. Time can be entered manually or the system can calculate total service hours outside of general education. If the **Update From Service Time** button is utilized, total time from all services being delivered outside of general education from the **Services** page will be entered here.

Note: This calculation may not be accurate if the *Number of Sessions* under *Classroom Instruction* for any of the services added is not indicated. A popup window will appear when using the *Update from Service Time* button cautioning that the time will calculate properly **ONLY** if the number of sessions was indicated on the **Services** page.

Note: All time fields must be completed. For example, if no time is spent "Outside of General Education", hours and minutes must be indicated by a series of zeros (00) to complete the calculation accurately.

3. Utilizing the **Calculate** button will automatically subtract *Total time outside of General Education* from *Total time in the school week* to calculate *Total time in General Education*. Alternatively, the *Total time in General Education* can be entered manually. In addition, a percentage of the day the student is inside general education per day to assist with choosing the correct *Special Education Placement* code.

 A screenshot of the Maryland Online IEP System interface. It shows three sections for time calculation:

- Total time in school week:** Hours/Week (30) and Minutes/Week (00).
- Total time outside of General Education:** Hours/Week (0) and Minutes/Week (00). A button labeled "Update From Service Time" is visible.
- Total time in General Education:** Hours/Week (30) and Minutes/Week (00). A button labeled "Calculate" is circled in blue.

 Below these sections, there is an "Age" section with two radio button options:

- Special education placement (ages 3-5)
- Special education placement (ages 6-21) (selected)

 The "Average 100 %/day" is displayed in green. At the bottom, there is a "Special Education Placement" dropdown menu.

4. Choose the correct **Age** group to produce a drop-down list of *LRE Placement Codes/descriptions*.

Total time outside of General Education

Hours/Week: Minutes/Week:

Total time in General Education

Hours/Week: Minutes/Week:

Age

Special education placement (ages 3-5)

Special education placement (ages 6-21)

-
- INSIDE GENERAL EDUCATION (80% or more)**
- INSIDE GENERAL EDUCATION (40% - 79%)
- INSIDE GENERAL EDUCATION (less than 40%)
- PUBLIC SEPARATE DAY SCHOOL
- PRIVATE SEPARATE DAY SCHOOL
- PUBLIC RESIDENTIAL FACILITY
- PRIVATE RESIDENTIAL FACILITY
- HOMEBOUND
- HOSPITAL
- CORRECTIONAL FACILITIES
- PARENTALLY PLACED IN PRIVATE SCHOOLS



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Service Managing County

In cases where a nonpublic student is in an out of county living arrangement the MD Online IEP system will be able to grant three groups of users access to view and edit a case:

- o Residence County and Residence School users
- o Nonpublic Service School users
- o Service Managing County users

An example of a student receiving services through a nonpublic school in an out of county living arrangement might be:

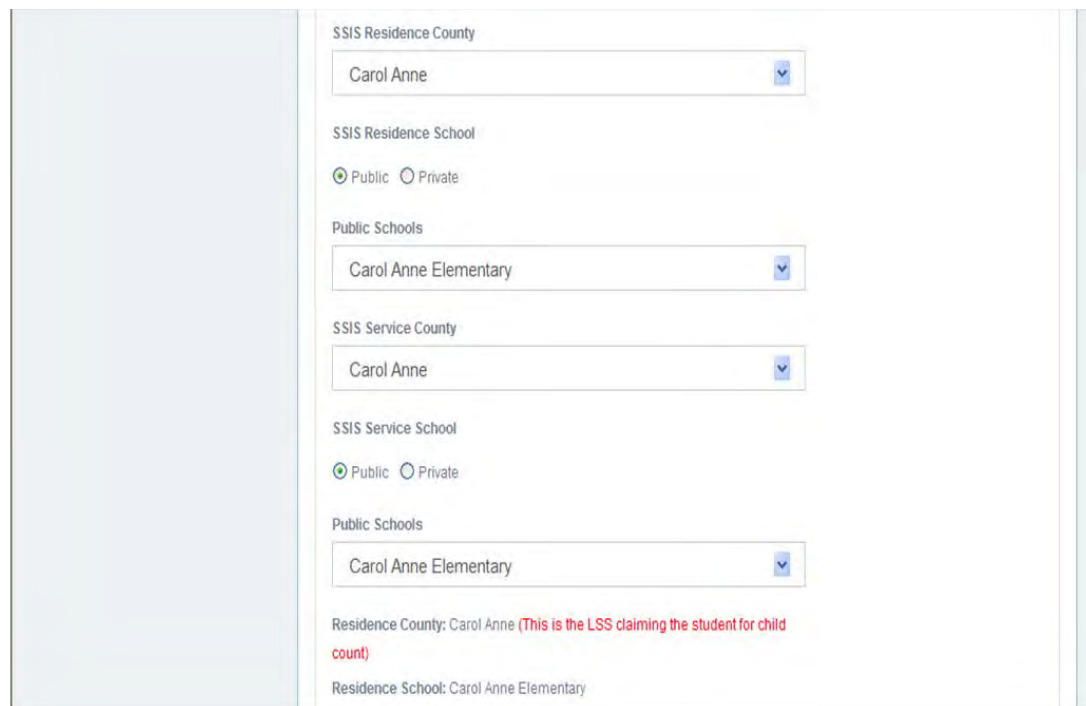
- Student's parents address is in Prince George's County
- Student lives at a group home in Washington County and attends THE JEFFERSON SCHOOL in Frederick County

While attending the Jefferson School, the Prince George's County student's case is being managed by Washington County. To allow the three agencies to access the student's IEP through the MD Online IEP, changes should be made to the Edit Demographic screen and the LRE and Placement Summary screen of the IEP:

Edit Demographics screen:

	Residence County <input type="text" value="Carol Anne"/>	(The Residence County is the LSS claiming the student for child count) Please make sure that you properly exit the student before transferring to another LSS. Once transferred, IEP is no longer available to the transferring LSS. 1. Open an amendment. 2. Specify the exit date and exit reason. 3. Close the amendment. 4. Transfer the student.
	Residence School <input checked="" type="radio"/> Public <input type="radio"/> Private	
	Public Schools <input type="text" value="Carol Anne Middle"/>	
	Service County <input type="text" value="Carol Anne"/>	
	Service School <input checked="" type="radio"/> Public <input type="radio"/> Private	
	Public Schools <input type="text" value="Carol Anne Elementary"/>	

LRE and Placement Summary screen:



The screenshot displays a form with the following fields and options:

- SSIS Residence County:** A dropdown menu with "Carol Anne" selected.
- SSIS Residence School:** Radio buttons for "Public" (selected) and "Private".
- Public Schools:** A dropdown menu with "Carol Anne Elementary" selected.
- SSIS Service County:** A dropdown menu with "Carol Anne" selected.
- SSIS Service School:** Radio buttons for "Public" (selected) and "Private".
- Public Schools:** A dropdown menu with "Carol Anne Elementary" selected.

Below the form, the following text is displayed:

Residence County: Carol Anne (This is the LSS claiming the student for child count)

Residence School: Carol Anne Elementary

The option to indicate the Service Managing County will only be available if the Service County and School is a nonpublic school.

Note: If the Service Managing County is the same as the Resident County, there is no need to edit the field. The program will default to the Resident County indicated for the student.



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Child Count Eligibility Codes

Select one of the following **Child Count Eligibility Codes**:

1. Eligible student with a disability served in a public school or placed in a nonpublic school by the public agency to receive FAPE (Free Appropriate Public Education). This will create an IEP.
2. Eligible parentally placed private school student with a disability receiving special education and/or related service(s) through a service plan from the public agency. This will create a Service Plan.
3. Eligible parentally placed private school student with a disability NOT receiving service from the public agency. This will create an Eligibility 3 Status Report.
4. Eligible public school student with a disability not receiving services due to parent refusal of initial services. This will create an Eligibility 4 Status Report.
6. Eligible student with a disability prior to age 3. Parent Consent-Continue Early Intervention Services through an IFSP. This will create an Extended Individualized Family Service Plan (IFSP) Option Report.



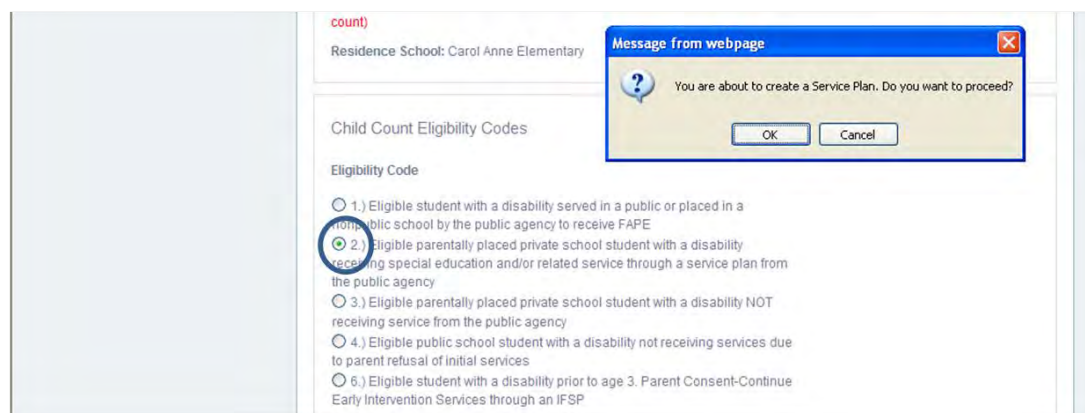
Tip: The **Child Count Eligibility Codes** determine whether the document will print as an **IEP, Service Plan, or Eligibility 3, 4 or 6 Status Report**. For additional information, see **Additional IEP Functions**.

Service Plans

The MD Online IEP can also create a Service Plan or an Eligibility 3, 4 or 6 Status Report.

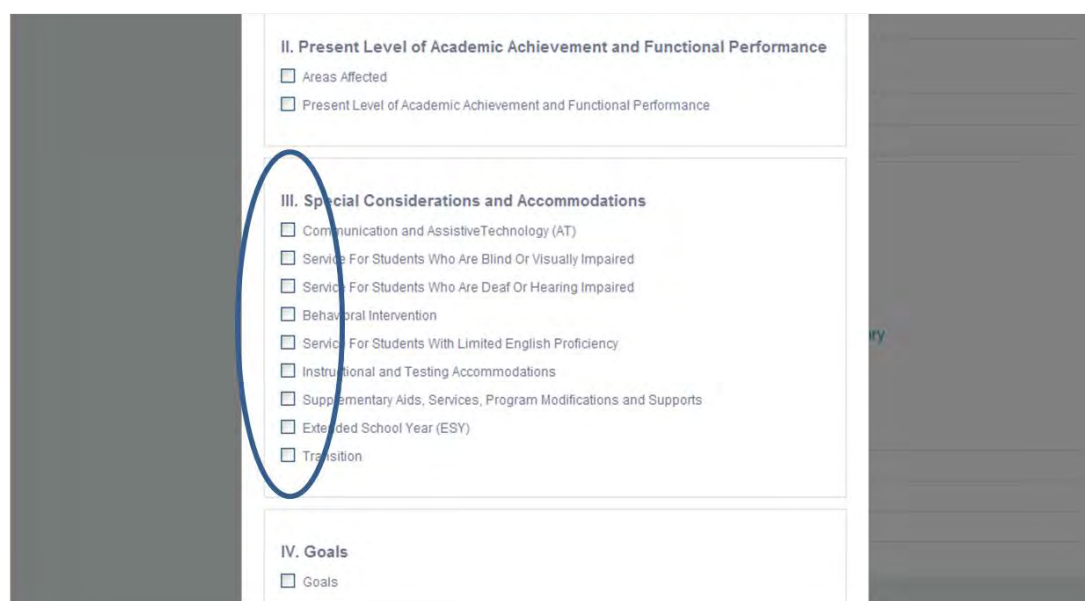
Creating a Service Plan

The creation of the Service Plan is made by selecting **Child Count Eligibility Code 2** on the **LRE page**. This can be done at any time during the development of the **Service Plan**.



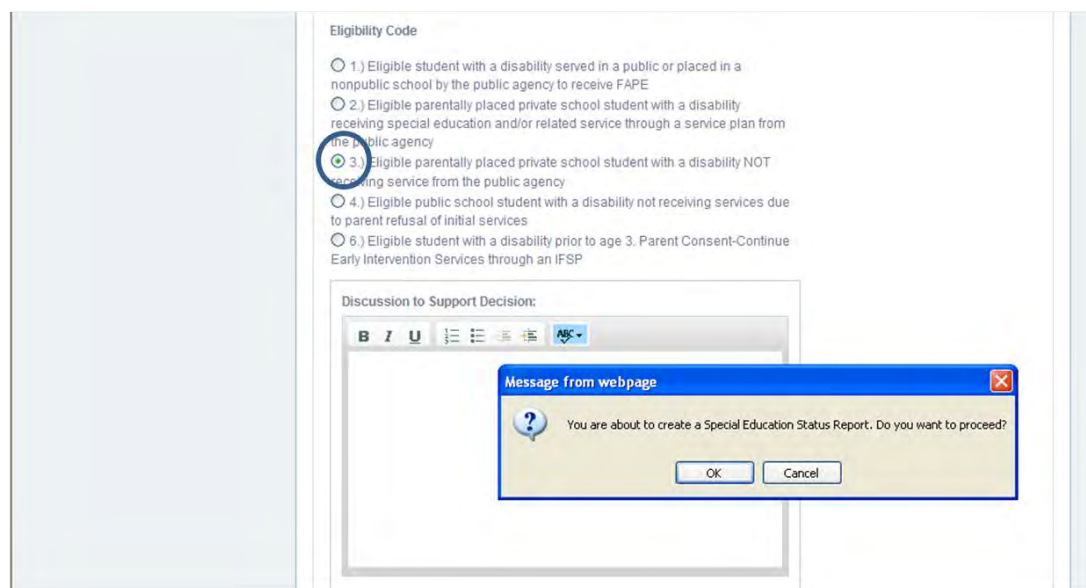
Once a code is selected, a dialog box will appear to indicate that a **Service Plan** is going to be created. Click the OK button to proceed.

On the **Print Selection Screen**, note that a reduced number of section options for printing are available.



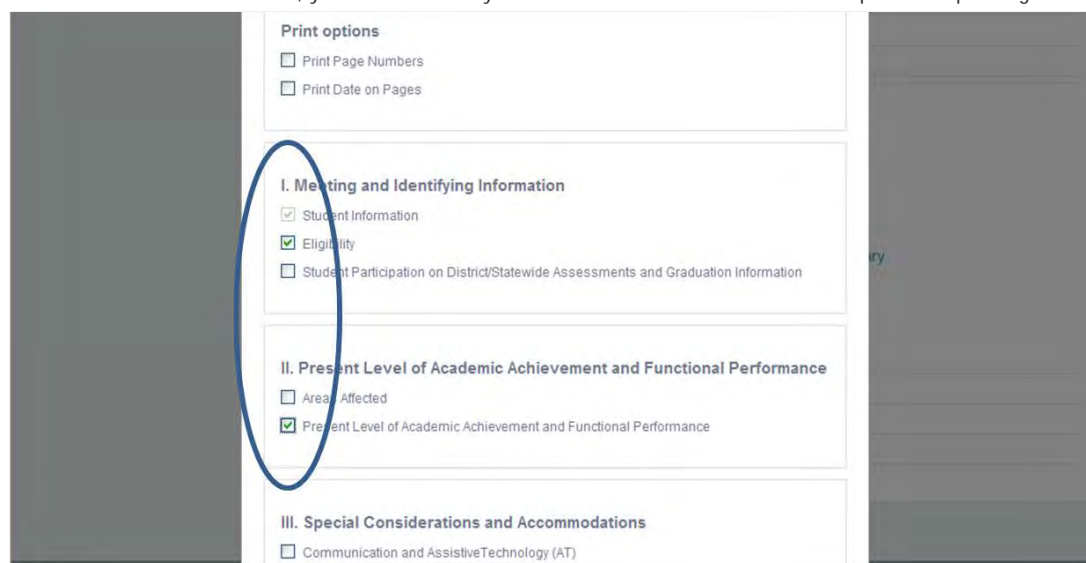
Eligibility Status Reports

The creation of the **Eligibility 3 or 4 Status Report** is made by selecting **Child Count Eligibility Code 3 or 4** on the **LRE** page. This can be done at any time during the development of the **Eligibility 3 or 4 Status Report**.



Once you select that code, the tool will remind you that you are creating an **Eligibility 3 or 4 Status Report**. Select **OK** to proceed.

On the **Print Selection Screen**, you will note that you have a reduced number of section options for printing.





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Student Compass Wizards

The MD Online IEP system provides optional embedded professional development modules to assist in completing certain elements of the IEP document. The Wizards are intended to provide "just in time, just for me" support by guiding the user through thoughtful questions and considerations to complete a section of the IEP. The features that make the Wizards unique include reference to IDEA, linkage to the State Curriculum Standards, downloadable resources, and the ability to access support anytime and anywhere via the Internet.

The Wizards guide users through the processes of:

- Preparing discussion statements (Area Discussion) of the Present Level of Academic Achievement and Functional Performance;
 - **Present Level Wizard**
- Writing measurable annual goals that align with Maryland's State Curriculum;
 - **Goal Wizard**
- Selecting instructional and testing accommodations;
 - **Accommodations Wizard**
- Considering assistive technology; and
 - **Assistive Technology Wizard**
- Planning for postsecondary transition.
 - **Secondary Transition Wizard**

Components of Student Compass Wizards

Each Wizard contains a **Get Started** screen to provide background information from IDEA and COMAR regarding the purpose of the IEP element and an overview of what is required. Each Wizard, also known as a procedural facilitator, contains links to associated documents found on the internet, a link to the Searchable State curriculum and additional checklists that may be helpful.

Navigation through the Wizard is done using the tabs located at the top of the screen. Each screen contains suggested questions, considerations and tips to assist in completing that element of the IEP item. Items are only suggested and it is not necessary to answer every question or consideration to complete the section. On the right side of the screen are text boxes to use while working through the Wizard. On the final screen of the Wizard, there is a **Save and Finish** button. Once selected, all text provided in the Wizard will automatically transfer to the appropriate field on the IEP program. These fields are editable from the IEP program, and it is not necessary to access the Wizard to make edits.



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Copy from Active IEP

The MD Online IEP system allows a user to quickly copy all current IEP data from the Active IEP when working on a new IEP (Next) or an IEP Amendment.

1. Choose **Next IEP**. Then select **Copy From Active IEP** from the Utilities section on Table of Contents [or](#) from the navigation drop-down list in the section title located on each of the IEP page.



2. Select **Start Copy** to copy all information data fields from the Active IEP, except for LRE Decision Making and Placement Summary and Close information.



3. For an **Amendment IEP**, choose **Amendment**. Then select **Copy From Active IEP** from the Utilities section on Table of Contents [or](#) from the navigation drop-down list in the section title located on each of the IEP page.



Note: When copying an active IEP for a **Work on Next IEP**, all text fields, check boxes and radio button

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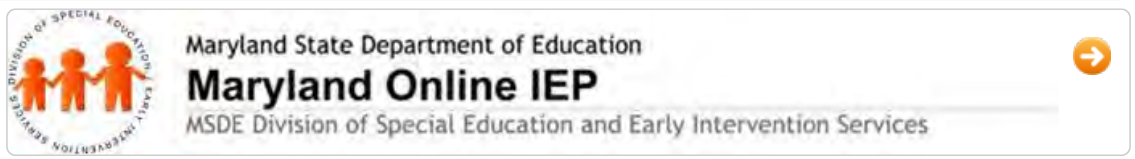
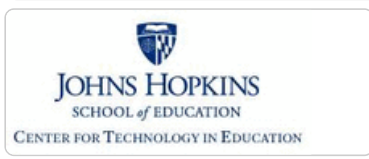
choices will copy over into the draft of the IEP and all will be editable. The **LRE Decision Making and Placement Summary** screen will be blank to allow the IEP team to document decisions and update critical date fields. On the **Close** screen, the *Case Manager/Service Coordinator* field, the *IEP Annual Review Date* and the *IEP Meeting Date* will be blank when closing the record to assure the accuracy of the new IEP..

When copying an IEP to create an **Amendment** of that IEP, every text field, check box and radio button choice will copy over into the Amendment IEP and will be editable. Many of the date fields on the **Close Record** screen will not be editable as they reflect the dates of the original IEP development.

Tip: When **Copy from Active** or copying to create an **Amendment** IEP, a pop up window will appear warning that the completion of the copy action will replace any data that may have been entered prior to initiating the **Copy** function. It may be helpful to contact others who may have added information to the draft document before completing the **Copy** function.



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Assigning Team Members to a Student's IEP Team

Users are able to **Assign Team Members** via the IEP Summary page or when scheduling a meeting. On the IEP Summary page, there is a tab for the **IEP Team**. Team members can be added/edited or removed. When scheduling a meeting, the Attendees section has an **Add Team member button**. Click this to add team members to the meeting and the case.

Name	Title
<input type="checkbox"/> aaaaa aaaaa *	Caregiver
<input type="checkbox"/> bbbbb bbbb *	Home-Based Teacher
<input type="checkbox"/> dont care *	Caregiver
<input type="checkbox"/> dathdaf dathaadh *	Home-Based Teacher
<input type="checkbox"/> rylory etyetyl *	Caregiver
<input type="checkbox"/> Annabelle Grazer	Agency Representative
<input type="checkbox"/> dhsfd hgsgfj *	Adapted P.E. Teacher
<input type="checkbox"/> Doctore MR MD	Advocate
<input type="checkbox"/> Sally Sample *	Mental Hygeine Administration
<input type="checkbox"/> Bob Shimmerincontainer	Assistive Technology Specialist
<input type="checkbox"/> test test *	DORS Counselor
<input type="checkbox"/> eight trainer	Division of Rehabilitation Services
<input type="checkbox"/> John Wellman *	Caregiver

After selecting the **Assign Team Members** from the Utilities section on the Table of Contents in the student's IEP record, there is a place to check the box of the appropriate person(s) or to uncheck those no longer on the IEP team.

Team Members

Names can be added to Assign Team Members in two ways:

1. **Table of Contents**

Troubleshooting

Name	Title
aaaaa aaaaa *	Caregiver
bbbbbb bbbb *	Home-Based Teacher
[Redacted]	Caregiver
dafhdaf dafhaadh *	Home-Based Teacher
rylory eiyietyi *	Caregiver
[Redacted]	Agency Representative
dhsfd hgsgj *	Adapted P.E. Teacher
[Redacted]	Advocate
Sally Sample *	Mental Hygiene Administration
[Redacted]	Assistive Technology Specialist
test test *	DORS Counselor
eight trainer	Division of Rehabilitation Services
[Redacted]	Caregiver

2. Profile section (IEP Team tab at bottom of screen):

Name	Type	Title
A Apple	Public Agency Team Member	Principal
admin admin	Public Agency Team Member	Psychologist
Billy Bob	Public Agency Team Member	Principal
Billy Bob	Public Agency Team Member	Special Education Supervisor
Bob Brown	Public Agency Team Member	Counselor
[Redacted]	Additional Member	Parent
[Redacted]	Public Agency Team Member	Special Education Teacher
[Redacted]	Public Agency Team Member	Guidance Counselor
county aaa	Public Agency Team Member	[Redacted]
[Redacted]	Caregiver	Caregiver

There are four types of members to choose from:

- Public Agency Team Members**- these are team members available on the drop-down list who have a login to the MD Online IEP system and match the student by Resident School or Service School.
- Public Agency Team Additional Members**- These team members are available in the drop-down list if they have been previously added through *ADMIN, Add/Edit Addition Member*. These are typically school personnel who are often included on a student's IEP team but would not need access or edit permissions to the child's IEP. For example: school nurse, school counselor.
- Care Givers**- Family members or other care givers can be included here to be accessible to assignment to a student's IEP team.
- Additional Members**- These members represent any other member who needs to be added to be accessible for assignment to a student's IEP team.

IEP Team Member ✕

Public Agency Team Member
 Public Agency Additional Team Member
 Caregiver
 Additional Member

IEP System User

Billy Bob ▼

Title

Special Education Supervisor ▼





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Print IEP

Printing an IEP is not only useful for creating a paper record of your digital IEP, but also is a quick way to self-audit for errors or areas where more information is needed. Print the entire IEP, select sections or individual pages at any time in the IEP development process.

Particular sections of the IEP can be selected to print only those sections of the IEP. Also, sections that are not needed for an individual student can be suppressed.

1. Select **Print IEP** from the **Utilities** section on the IEP Table of Contents page or from the navigation drop-down list in the section title located on each of the IEP page.
2. Complete the **Draft Date** fields before printing if the IEP is in draft form. Draft Date will only be available for IEPs that have not been closed.
3. If only some sections of the IEP need to be printed, **uncheck items not needed** or select **Clear All** and check the items that are to be printed.
4. Click the **Print** button and a separate browser window will open with a print preview of the IEP in PDF format. This may take a few seconds as the IEP prints to Adobe PDF format. The IEP can be printed or saved from there.

Printing options may need to be adjusted to have the print out correctly sized to the page. Print options to control margins, size of the print, removal or the web page header information etc., can typically be found in the browsers print option or in the print preview browser window at the top.

Note: If Eligibility 2 is indicated as the Child Count Code on the LRE screen, all data entered will print as a Service Plan. If Eligibility 3 or 4 is indicated as the Child Count Code, all data entered will print as an Eligibility 3 or 4 Status Report. If Eligibility 6 is indicated as the Child Count Code, all data entered will print as an Extended Individualized Family Services Plan (IFSP) Option.

Tip: Only required elements of a Service Plan, Eligibility 3 or 4 Status Report or an Extended Individualized Family Services Plan (IFSP) Option will be listed on the Print screen.

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Draft Date

04/21/2015

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Print Date on Pages

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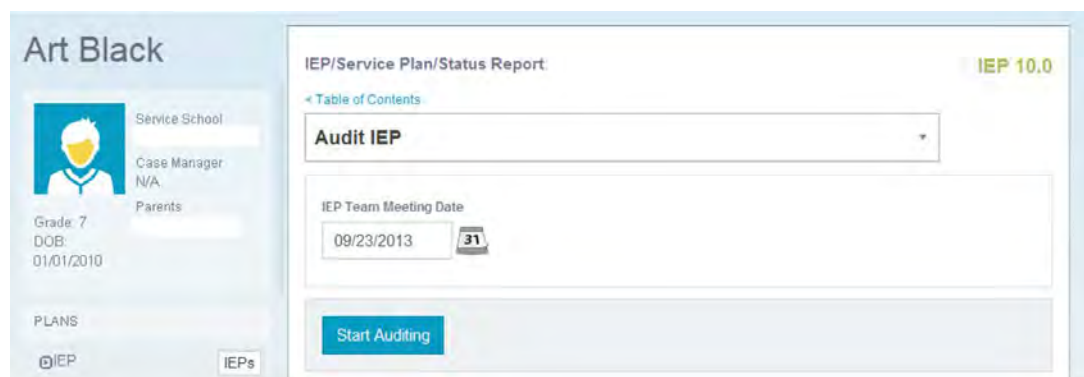
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Audit IEP

An IEP may be audited at any time during the development of the IEP to search for errors or to identify areas that need more information. This is also useful when working on an IEP over several sessions and identifies areas that remain incomplete need to be completed in order to close the IEP.

To begin the audit process, select **Audit IEP** on the IEP Table of Contents page or from the navigation drop-down list in the section title located on each of the IEP page. The page will refresh with an IEP Meeting Date field and you will see a **Start Auditing** button. Enter the date of the upcoming IEP team meeting and choose **Start Auditing**. The IEP Team Meeting Date can be changed at any time.



When the audit is complete your screen will refresh to indicate areas of the IEP that need attention. Correct or add information to any of the areas indicated by editing selected portions of the case.

When the edit process is complete, **audit the IEP again** to be sure the IEP is now correct and ready to be closed.



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Close Record

To close a record, select the **Close Record link** on the IEP Table of Contents page or from the navigation drop-down list in the section title located on each of the IEP page.

1. Enter the **Case Manager/Service Coordinator name**.
2. Check the meeting dates that contributed to the development of the IEP.
3. Enter the **IEP Annual Review Date**. This is not the projected date but rather the date of the current annual review. The **Projected Annual Review** is auto-populated to reflect one year minus a day in the future of the **IEP Annual Review Date**.
4. The **Most Recent Evaluation Date** is populated from the **Date of Initial Evaluation** on the **Initial Eligibility page** of the IEP or the Evaluation Date on the **Continued Eligibility page**. The **Projected Evaluation Date** is auto-populated to reflect three years minus a day in the future of the **Most Recent Evaluation Date**.
5. The **IEP Team Meeting Date** is the actual date of the IEP team meeting. If the document is an **Amendment**, an **Amendment Date field** will be present. Enter the date of the IEP team meeting when the amendment was created or the date an amendment occurred without an IEP team meeting.

Note: A form is available to document changes made to the IEP without an IEP team meeting. See Amendment/Modification to Current IEP without an IEP Team Meeting in the **FORMS** section of **Student Compass**.

 A screenshot of the "Close Record" form. On the left is a user profile card for "Samplea" with fields for Service School, Case Manager (N/A), Parents (Samplea), Grade (7), and DOB (01/01/2010). Below this are "PLANS" for "IEP" and "IEPs". The main form area has a "< Table of Contents" link and a "Close Record" dropdown menu. A message states: "The IEP information for this IEP meeting will not be editable once this IEP record is closed." Below this is a "Case Manager/Service Coordinator" field containing "Debra Drew". At the bottom, there is a "Scheduled Meeting Date(s)" section with a list of dates and checkboxes: 06/26/1914, 05/03/2007, 05/26/2007, and 07/10/2007.

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07/09/2014
 07/11/2014

IEP Annual Review Date

Projected Annual Review Date

Most Recent Evaluation Date

Projected Evaluation Date

IEP Team Meeting Date

Parent was provided a copy of the Procedural Safeguards and Parental Rights document
 Yes No

The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.
 Yes No

Parents were provided verbal and written information about access to habilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.
 Yes No

Note: When completing "Close Meeting", a list of all meetings associated with this student's case will be displayed. When closing the IEP, select any or all of the meetings date(s) to be included in this closed IEP. Selecting these meeting dates will also pull those meeting attendees into **Assign Team Members** for inclusion on the "IEP Participants" list of the printed IEP.

Once the IEP is finalized and approved by the IEP Team, select the **Close** link at the bottom of the screen. Closing an IEP automatically begins an additional audit of the IEP. The **Close Record** compliance audit may find additional errors not found during the Audit IEP function. Make all necessary corrections to successfully close the IEP for data reporting to the **Special Services Information System (SSIS)** at MSDE.



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Transferring between Schools

To transfer a student from one school to another (within a local school system) or from one nonpublic to another:

1. Select **Edit Demographics** from the **Demographics** part of the **Profiles** page in the **Student Compass Module**.

The screenshot shows the Student Compass interface. At the top, there is a search bar and a 'Lookup Students' button. Below that are navigation tabs: Students, Progress, Meetings, Reports, and Administration. The 'Students' tab is active, and the 'Profile' sub-tab is selected. The student's name is 'Art Black'. The 'Demographics' section is expanded, showing fields for DOB, Parent from SIS Feed, Email Address, Mailing Address, Phone, Residence School, Service School, Grade (2), Primary Disability (MULTIPLE DISABILITIES (SPECIFIC LEARNING DISABILITY, OTHER HEALTH IMPAIRMENT)), and Areas Affected by Disability (Behavioral - Self-management, Academic - Reading Comprehension, Academic - Written Language Expression, Academic - Math Problem Solving). There is a 'View/Edit Demographics' link. Below the demographics are tabs for 'Recent Logs and Forms', 'File Uploads', 'Case Access History', and 'IEP Team'. A section for 'Recently Completed Forms (Last 90 Days)' is visible at the bottom.

2. When the student will remain in the *Resident County* and only be transferring to a new school within the system, change the *Resident School and/or Service School* to reflect the student's new school placement. Click the **SAVE** button.

Note: There is no need to create an **Exit Record** for a student remaining in the same Resident County but is moving from one school to another in the school system or from one nonpublic school to another.

The screenshot shows the 'Transferring between Schools' form. It has several dropdown menus and radio buttons. The 'Residence County' dropdown is set to 'Carol Anne'. The 'Residence School' dropdown is set to 'Carol Anne Middle'. The 'Service County' dropdown is set to 'Carol Anne'. The 'Service School' dropdown is set to 'Carol Anne Elementary'. There are radio buttons for 'Public' (selected) and 'Private'. To the right of the form is a text box with instructions: '(The Residence County is the LSS claiming the student for child count) Please make sure that you properly exit the student before transferring to another LSS. Once transferred, IEP is no longer available to the transferring LSS. 1. Open an amendment. 2. Specify the exit date and exit reason. 3. Close the amendment. 4. Transfer the student.'

Nonpublic School Transfer when Student will Remain in the Same Resident County

Nonpublic transfers are completed by changing the **Service County and/or School**.

The screenshot shows a web form for transferring a student. The form is divided into several sections:

- Residence County:** A dropdown menu with "Carol Anne" selected.
- Residence School:** Radio buttons for "Public" (selected) and "Private".
- Public Schools:** A dropdown menu with "Carol Anne Middle" selected.
- Service County:** A dropdown menu with "Carol Anne" selected.
- Service School:** Radio buttons for "Public" and "Private" (selected).
- Private Schools:** A dropdown menu with "----" selected.

At the bottom of the form are two buttons: "Save" (in a blue box) and "Cancel".

On the right side of the form, there is a text box with the following content:

(The Residence County is the LSS claiming the student for child count)

Please make sure that you properly exit the student before transferring to another LSS. Once transferred, IEP is no longer available to the transferring LSS.

1. Open an amendment
2. Specify the exit date and exit reason.
3. Close the amendment.
4. Transfer the student.

Note: Nonpublic transfers for a student remaining in the same Resident County but is moving to a new nonpublic school may need to have the student's **Service County** changed as nonpublic schools are located in the **Private School menu** of the county within which they are geographically located.





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Transferring between Local School Systems

Transferring a student between two school systems is a two-step process:

1. An Exit Record must be created.

To create an **Exit Record**, select **Amendment** from the **IEP Module**.

 A screenshot of the Student Compass web application. The top navigation bar includes a search field, a "Lookup Students" button, and a user profile dropdown. Below the navigation are tabs for "Active IEP", "Amendment" (which is selected), "Next IEP", and "Past IEPs". The main content area shows a student profile for "Art Black" with fields for "Service School", "Case Manager", and "Parents". To the right is a table of contents for the IEP/Service Plan, with sections like "General Information", "Student and School Information", "Parents/Guardians", "Medical Assistance", "Eligibility", "Participation", and "Performance Summary".

Complete the appropriate **Exit Date** and **Exit Category** at the bottom of the *Student and School Information* page of the IEP and click the **SAVE** button. The end date for each service in the IEP will be automatically updated to match the **Exit Date**.

 A screenshot of the "Jurisdiction and Care" section of the IEP form. It includes a dropdown menu for "Which jurisdiction is financially responsible?" with "Carol Anne" selected. Below are two questions with radio button options: "Is the student currently under the care and custody of a state agency?" (Yes/No) and "Does the student require a parent surrogate?" (Yes/No). The "Exit Information" section has a date field for "Exit Date" with a calendar icon showing "31" and a dropdown for "Exit Category". At the bottom are "Save" and "Clear Form" buttons.

Close the Amendment.

2. Transfer the record.

From the **Profile page**, choose **View/Edit Demographics** and change the **Resident County and Resident School** to reflect the student's new school system and school and click the **SAVE** button. The student's record will immediately be exited from special education in your local school system and his/her IEP will be transferred to the new school system.

Note: Resident County includes all local school systems as well as the following:

Adult Correctional Facilities

Department of Health and Mental Hygiene

Maryland School for the Deaf

Maryland School for the Blind

Maryland State Department of Education/Juvenile Services Education

SEED School of Maryland

If a student is attending school in one of the facilities listed above, the Resident County and School cannot be a local school system but should reflect the facility in which the student attends school.

Note: Once the transfer is complete, the record will no longer be available to the sending school system. It is important to note the warning that appears in **red** on the screen as well as the pop up reminder that appears when clicking the **SAVE button**. The **Exit Record** needs to be submitted by the school system the student is leaving prior to the transfer of the student's record.



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Exiting a Student from Special Education

When exiting a student from Special Education, select **Amendment** from the IEP module.

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Close Record

The IEP information for this IEP meeting will not be editable once this IEP record is closed.

Case Manager/Service Coordinator

Debra Drew

Scheduled Meeting Date(s)

06/26/1914
 05/03/2007
 05/26/2007
 07/10/2007

On the **Student and School Information** page of the student's IEP, select the appropriate **Exit Date** and **Exit Category**. Click the **SAVE** button.

Jurisdiction and Care

Which jurisdiction is financially responsible?

Carol Anne

Is the student currently under the care and custody of a state agency?

Yes No

Does the student require a parent surrogate?

Yes No

Exit Information

Exit Date

31

Exit Category

Save Clear Form

Close the **Amendment**.

If the student is transferring to a new school, proceed to **Edit Demographics** to complete the transfer process.



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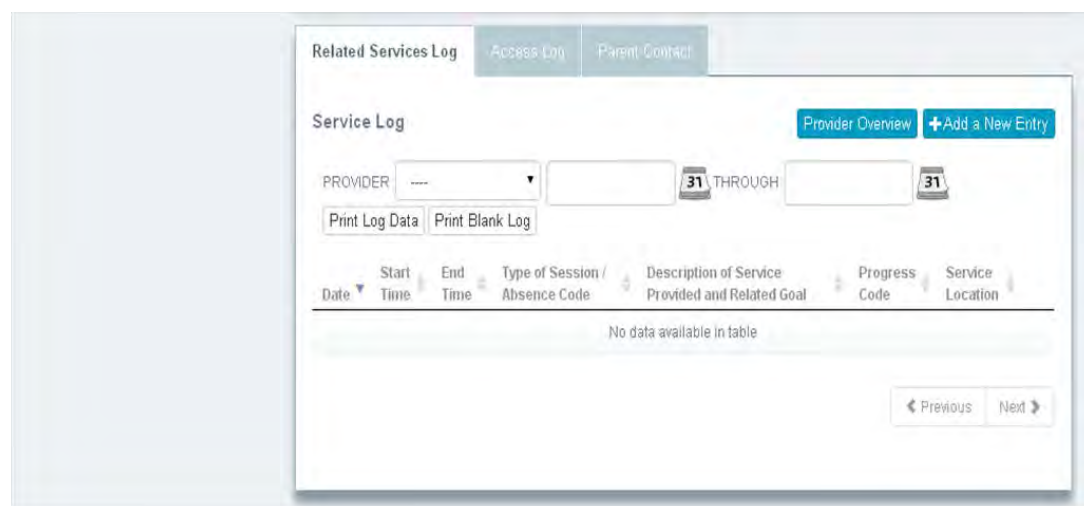
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Completing a Log

Three types of Logs are available in the MD Online IEP system are as follows:

1. Related Services Log Notes
2. Access Log
3. Parent Contact Log

These logs can be accessed from the [Profile page](#) or from the [Forms and Logs page](#).




Completing a Related Services Log Note

The purpose of the **Related Services Log Note** is to allow related service providers the opportunity to document the date, start time, end time, type of session/absence code, description of service provided, related goal, progress code, and service location of their service sessions.

To add a **Related Service Log note**, click the **Add New Entry** button to display the **Add Related Service Log Entry page**. To **edit an existing Related Service Log note**, click the **Edit** button on the line of the note that is to be edited. To **delete a Related Service Log note**, click the **Delete** button on the line of the note that is to be deleted.

Service Log Entry

Date
 

Start Time

End Time

Type of Session/Absense Code

Services

Service Nature	Location	# of Sessions	Length of Time	Frequency	Begin Date	End Date
Transportation					06/23/2014	06/22/2015
Classroom Instruction	Outside General Education	-1	2 Hr	Weekly	06/23/2014	06/22/2015
Classroom Instruction	In General Education	-1	3 Hr 50 Min	Weekly	06/23/2014	06/22/2015

Goals

Given an instructional level text, multisensory direct instruction, and access to reading strategy cues, Sam will apply phonics and word analysis skills in decoding one- to two-syllable words with vowel digraphs, CVC patterns, and long vowels with 85% accuracy on 5 consecutive trials as measured by classroom-based assessments.



Completing Access Log and Parent Contact Log











The purpose of the **Access Log** is to allow users the opportunity to document the date, time, name, title, agency and purpose of access to a student's record.

To **add an Access Log note**, click the **Add New Entry** button to display the **Add Access Log Entry** page. To **edit an existing Access Log note**, click the **Edit** button on the line of the note that is to be edited. To **delete an Access Log note**, click the **Delete** button on the line of the note that is to be deleted.

Related Services Log | **Access Log** | Parent Contact

Access Log + Add a New Entry

 THROUGH  Print Log Data | Print Blank Log

Date/Time	Name	Title	Agency	Purpose	
06/27/2014 11:30 am		msde staff	msde	Compliance monitor	 
06/27/2014 11:30 am		lynn	msde	Review documents, Enter new information	 
06/27/2014 11:30 am		chief	msde	Review documents	 
06/27/2014 11:30 am		Ed Specialist	MSDE	Compliance monitor	 
06/27/2014 11:30 am		QA Specialist	MSDE	Compliance monitor	 

◀ Previous | 1 | Next ▶

The **Access Log** also displays a record of previous log entries.

Parent Contact Log

The purpose of the **Parent Contact Log** is to allow users the opportunity to document the date, time, name of

person making contact, name of person being contacted, notification, method, and purpose/response of the parental contact. The **Parent Contact Log** enables users to create a log that tracks the communication between parents and school personnel.

To **add a Parent Contact Log note**, click the **Add a Parent Contact** button to display the Add Parent Contact Log Entry page. To **edit an existing add a Parent Contact Log note**, click the **Edit** button on the line of the note that is to be edited. To **delete add a Parent Contact Log note**, click the **Delete** button on the line of the note that is to be deleted.

Date	Name of Person Making Contact	Name of Person Being Contacted	Notification	Method	Purpose and Response
06/27/2014 11:30 am			Notice 3	Email	Final reminder re: IEP meeting on 7/1.
06/26/2014 11:55 am			Notice 1	Written correspondence	testing
06/25/2014 01:55 pm			Notice 3	Face to face	Call parent to remind them of the mIEP...
06/23/2014 07:35 pm	Principal	Father	Notice 2	Written correspondence	reminder... update again

The **Parent Contact Log** also displays a record of previous log entries.

Note #1: The **Parent Contact Log** can be used to document attempts to notify parent of IEP Team Meetings.

Note #2: Logs are located at the bottom of the **Forms** page or the **Profile** page.





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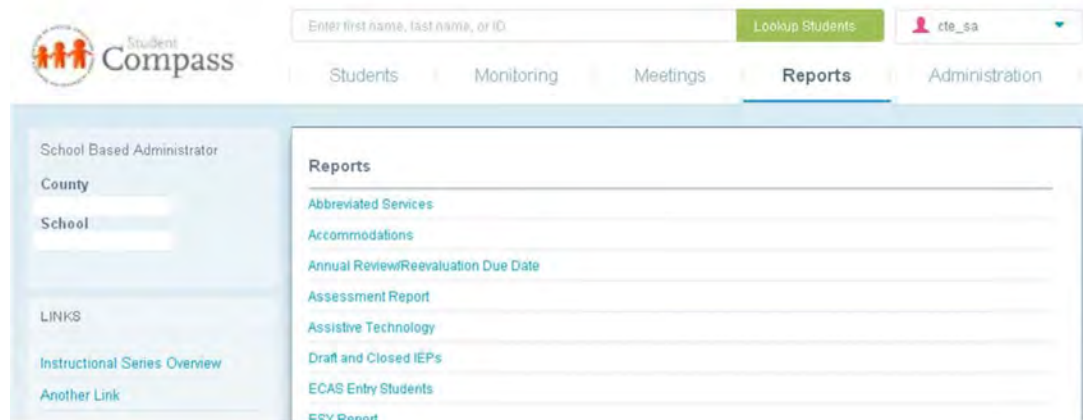
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Reports

From **Student Compass: Aggregate level**, choose the **Reports** section to navigate to the available reports in the MD Online IEP.



The following functions apply to all **Reports** available in the **Student Compass** module:

- User permissions determine ability to select criteria and view results.
- Unless noted in the report description, reports can only be generated on closed IEPs.
- When selecting criteria, a resident county must be chosen to select a resident school (along with a designation of private or public), the same applies when choosing a service county and school. A grade can be chosen independent of resident county/school or service county/school.
- If both the service county and school, as well as, the resident county and school criteria are selected, the reporting tool will yield a smaller, more specific set of results. Selecting the resident county will produce a report of students within the selected county regardless of service county. Selecting the service county will produce a report limited to students within the selected county regardless of resident county.
- Each report can be viewed on screen or printed in summary or, where applicable, detail format by student.
- The reporting tool also allows the download of the information to a CSV file.

Use the links below to review the descriptions and functionalities of all available reports.

IEP Snapshot Report Additions

New report was added to IEP Summary Tab - **Child Outcome Summary-Exit COS Needed**.

IEP Snapshot Report Additions:

- Transition Report
- Supplementary Aids, Services and Supports
- Services Report- Can now be run by students
- PARCC Scores: 2014-2015 PARCC scores added to Data Analytics and Student Longitudinal Profile
- BIP Prevention: Recommendations and goals
- Related Service Log- electronic signature noted in table
- Added Red Inline- to clarify pre-school pages and information

Reports Available in MD Online IEP

[Abbreviated Services](#) (225 KB)

To review Services data for individual students or a group of students with closed IEPs.



[Accommodations and Participation Report \(IEP closed after July 1, 2012\) \(168 KB\)](#)

The purpose of this report is to review accommodation's data and participation in assessments for individual students or a group of students with closed IEP's.



[Annual Review-Reevaluation Due Date Report \(194.5 KB\)](#)

The purpose of this report is to review Annual Review/Reevaluation Due Dates for students with closed IEP's.



[Assistive Technology Report \(258 KB\)](#)

To review Assistive Technology data for individual students or a group of students with closed IEP's.



[Draft and Closed IEP Report \(110 KB\)](#)

The purpose of this report is to review IEP status, either Draft or Closed.



[ECAS Entry Students \(221.5 KB\)](#)

To review assessment data for individual students or a group of students with closed IEPs. The students in this report may need to have an Entry Checklist created in the Early Childhood Accountability System within 6-8 weeks of the Implementation of Initial IEP date.



[ESY Report \(835.5 KB\)](#)

To review the ESY decision for individual students or a group of students with closed IEP's with goals.



[Exited Report \(217.5 KB\)](#)

To review exit data for individual students or a group of students with closed IEP's.



[IEP Snapshot \(1 MB\)](#)

To review a summary of the IEP for individual students or a group of students with closed IEP's.



[Initial Eligibility Timeline \(812 KB\)](#)

To review the Initial Eligibility Timeline for individuals or a group of students with a completed Notice and Consent for Assessment Form.



[LRE Report \(1.1 MB\)](#)

To review LRE placement data in Detail form for an individual or group of students or in Summary form from a school or district perspective.



[Manifestation/BIP/FBA \(227 KB\)](#)

To review manifestation, BIP and FBA data for individual students or a group of students with closed IEP's.



[Medical Assistance Report \(213 KB\)](#)

To review medical assistance data for individual students or a group of students receiving medical assistance.



[Present Levels Report \(251 KB\)](#)

To review area discussion information for individual students or a group of students with closed IEP's.



[Progress Report \(76 KB\)](#)

The purpose of this report is to review progress toward IEP goals for individual students or a group of students with closed or draft IEP's with goals.










[indicator-11 report \(822 KB\)](#)

To review referral and initial eligibility data for individual students or a group of students.



[indicator-12 report \(786.5 KB\)](#)

To review referral and eligibility data for individual students or a group of students transitioning from Part C, Infants and Toddlers program, to Part B, preschool special education.

-
-  **Services Report (139.5 KB)**
The purpose of this report is to review Services data for individual students or a group of students with closed IEP's.
-
-  **Student Goal Matrix (67.5 KB)**
To provide a matrix of student's goals and objectives to document progress as instruction is provided (data collection).
-
-  **Special Considerations (350 KB)**
To review special considerations data for individual students or a group of students with closed IEP's.
-
-  **Supplementary Aids, Services, Supports and Program Modifications (167.5 KB)**
The purpose of this report is to review Supplementary Aids, Services, Supports and Program Modifications data for individual students or a group of students with closed IEPs.
-
-  **Transition Report (786 KB)**
The purpose of this report is to review postsecondary transition data for individual students or a group of students with closed IEPs.
-
-  **Assessment Report (223 KB)**
To review assessment data for individual students or a group of students with closed IEP's.
-
-  **User Report (66 KB)**
The purpose of this report is to review user levels and privileges. This report is only available to County Level Data Managers.

[Batch Download](#)



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Printing Reports

After running a report the results are displayed. To print the report, click the **Print Report button**.

Maryland IEP

REPORTS > ABBREVIATED SERVICES > RESULTS

Print Export to CSV

Abbreviated Services

Resident County:
Carol Anne
Resident School:
Carol Anne Elementary
Service County: Any
Service School: Any
Grade: Any

Polly Anna

SASID	1234567890	Old Race	American Indian or Alaskan Native
-------	------------	----------	-----------------------------------

Some adjustments may be needed in the user's browser to enable correct printing. See local school system technology administrator if further assistance is needed.

Tip: If users experience issues with printing, changes can be made to the actual browser print settings. Users can change the print settings in the browser once you have selected to print and IEP form (not the IEP itself which is a pdf). Users can play with the Print Preview settings to make the forms scale to 100% or landscape view.

You can even remove the Header title and URL if they like too.

Here is a video link that shows how to adjust these settings in Firefox: <http://youtu.be/a5yci0vXzxE>

Exporting to CSV

Once report criteria have been selected and the user chooses to view results in either detail or summary format, the CSV file can be downloaded by clicking on the **Export to CSV** button.

Maryland IEP

REPORTS > ABBREVIATED SERVICES > RESULTS

Print Export to CSV

Abbreviated Services

Resident County:
Carol Anne
Resident School:
Carol Anne Elementary
Service County: Any
Service School: Any
Grade: Any

Polly Anna

SASID	1234567890	Old Race	American Indian or Alaskan Native
-------	------------	----------	-----------------------------------

Export to CSV will enter the data into a spreadsheet format of the user's choosing. The data can then be sorted, ordered and organized for customizable uses.



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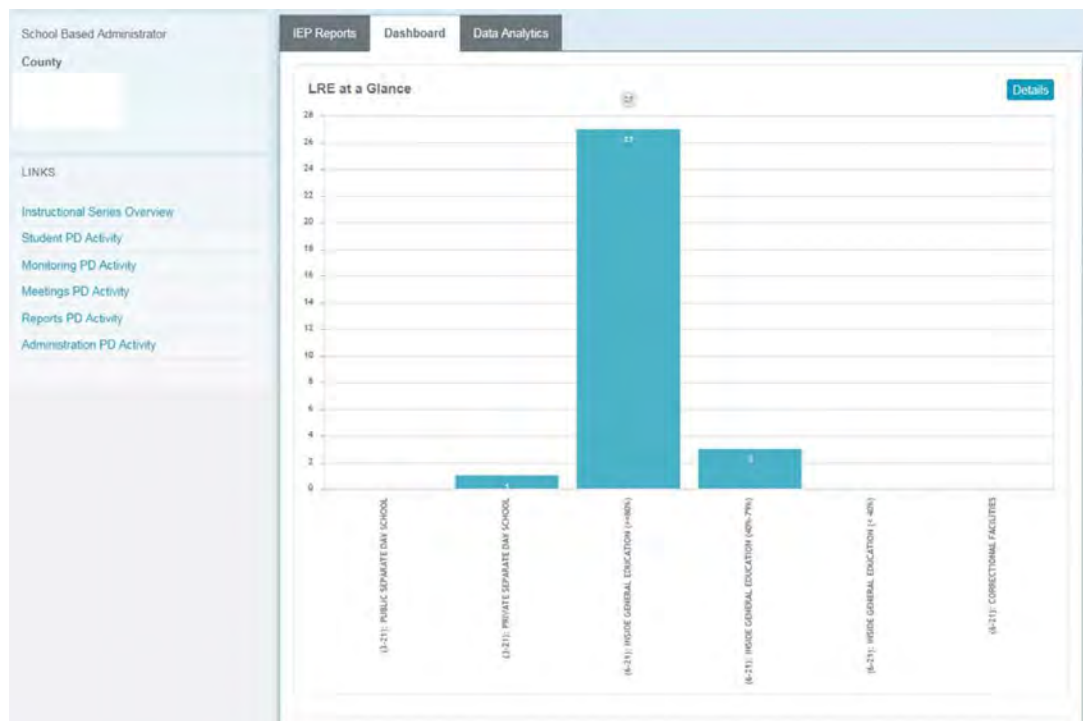
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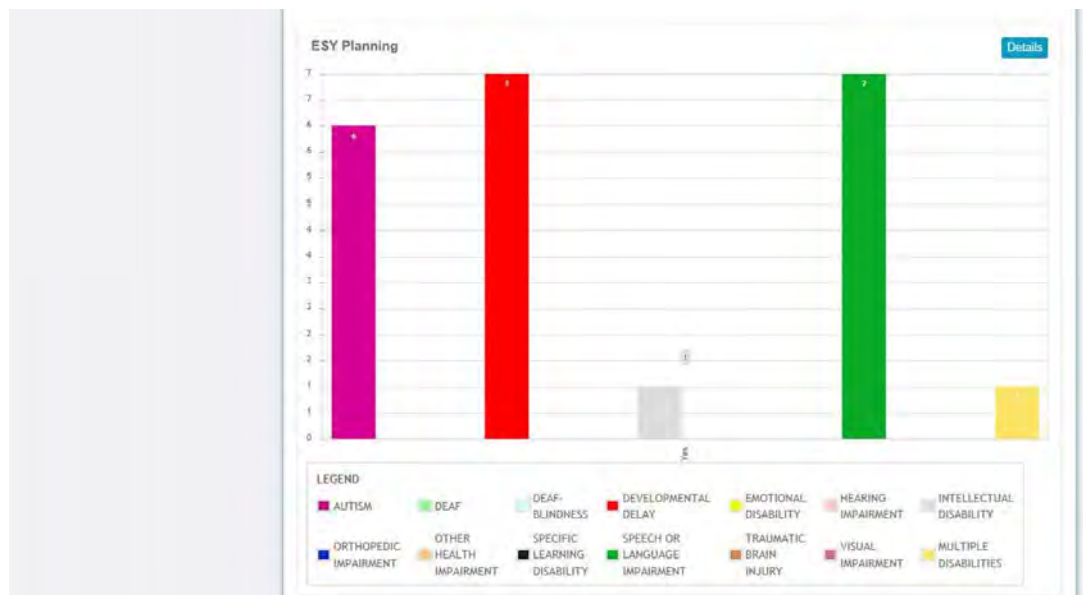
Dashboard

The **Dashboard** is designed to provide School Based Administrators and Data Managers an "at-a-glance" visual on key data points to support instructional decision making. The Details button will display Step 3 in the **Data Analytics** process and will allow for modifications to the report. The three graphs include: LRE at a Glance, ESY Planning and Transition Planning.

LRE at a Glance:



ESY Planning:



Transition Planning:



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Data Analytics

Data can be displayed and exported to Excel using the **Data Analytics tool**. Users may engage in the four-step Data Analytics query process listed below, or may opt to quickly access Predefined Reports. Predefined Reports are designed to save time and increase efficiency of data analysis by providing a "shortcut" for the users with the most commonly selected values.

Predefined Reports:

1. **Primary Disability by LRE** - This Predefined Report provides schools and districts a view of active student data aggregated by Primary Disability and split by LRE A, B and C.
2. **At Risk** - This Predefined Report provides schools and districts a view of active student data aggregated by Primary Disability, Attendance, Suspension, Residence and Service School.

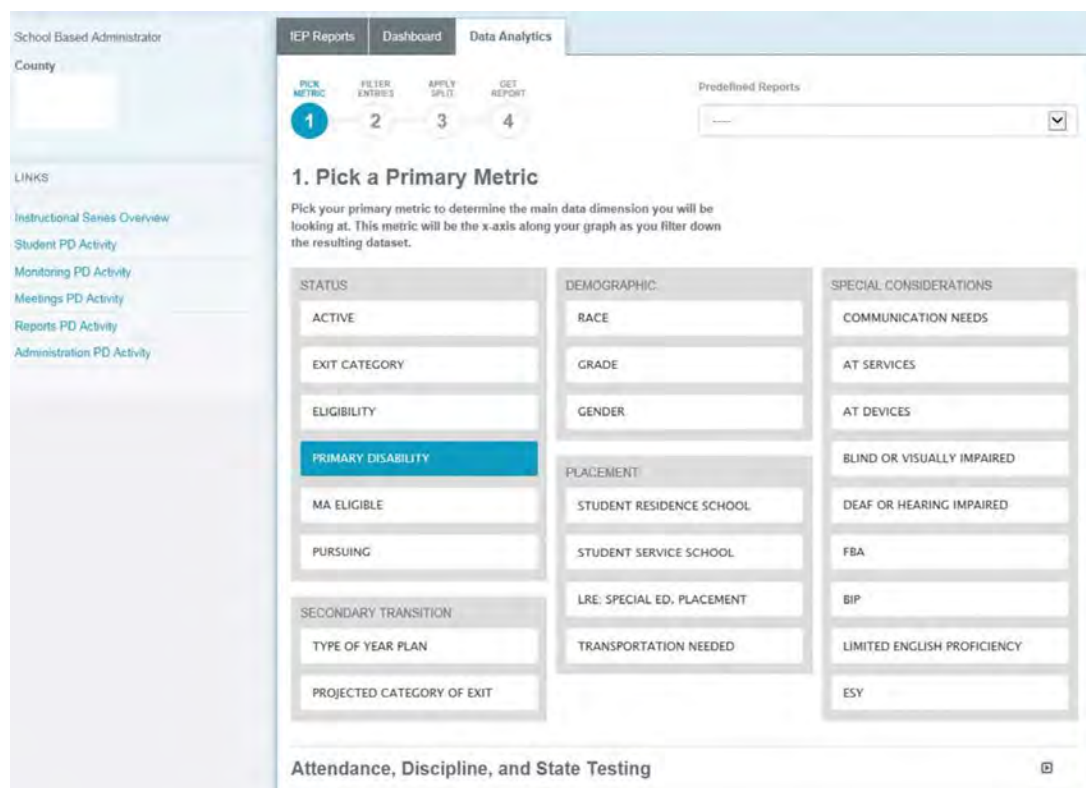
To Access Predefined Reports:

1. Use the drop down menu located to the right of the Data Analytics tab (when on Step 1) to view Predefined Reports.
2. Once selected, the Predefined Report will display in graph view, in Step 3 of Data Analytics.
3. Users may change filters or split data after the Predefined Report has been run by clicking on Step 2.

The Data Analytics function contains 4 steps that will walk you through the process of selection and presenting your data to support data-driven decision making.

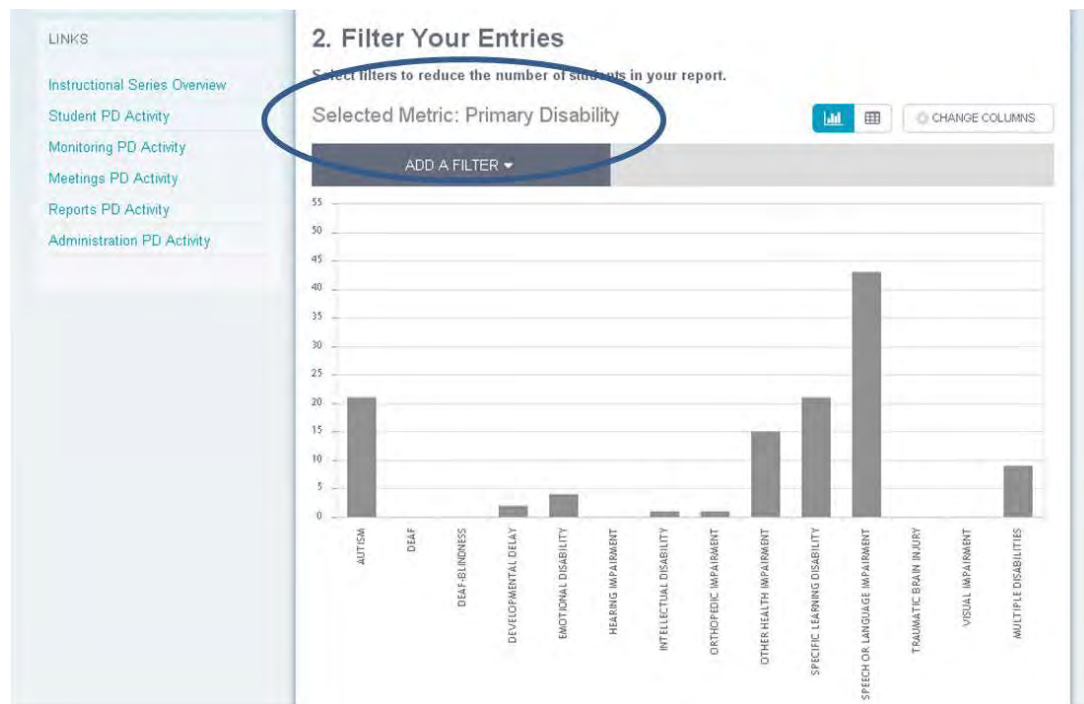
The steps are:

- Step #1 - Pick Metric
- Step #2 - Filter Your Entries
- Step #3 - Apply a Split
- Step #4 - Get Reports

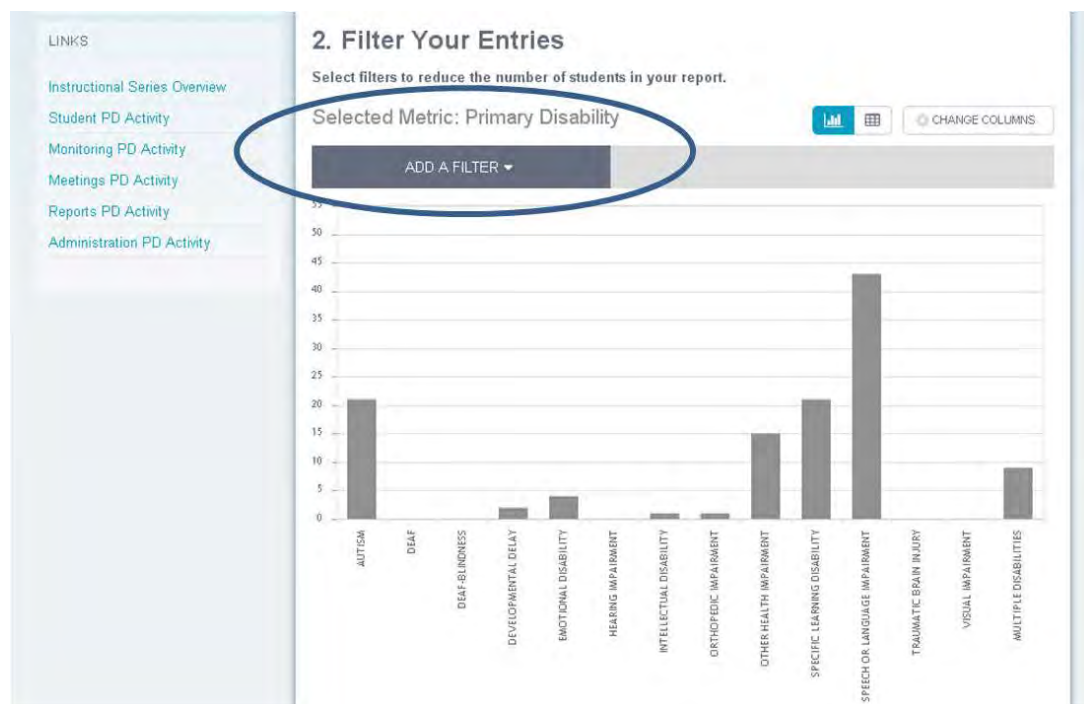


1. **Select a Primary Metric.** This should be the area which is **most important**. It will be shown on the X axis. Data is pulled from school-wide data, such as MSA, ALT MSA, and HSA State Testing scores, attendance &

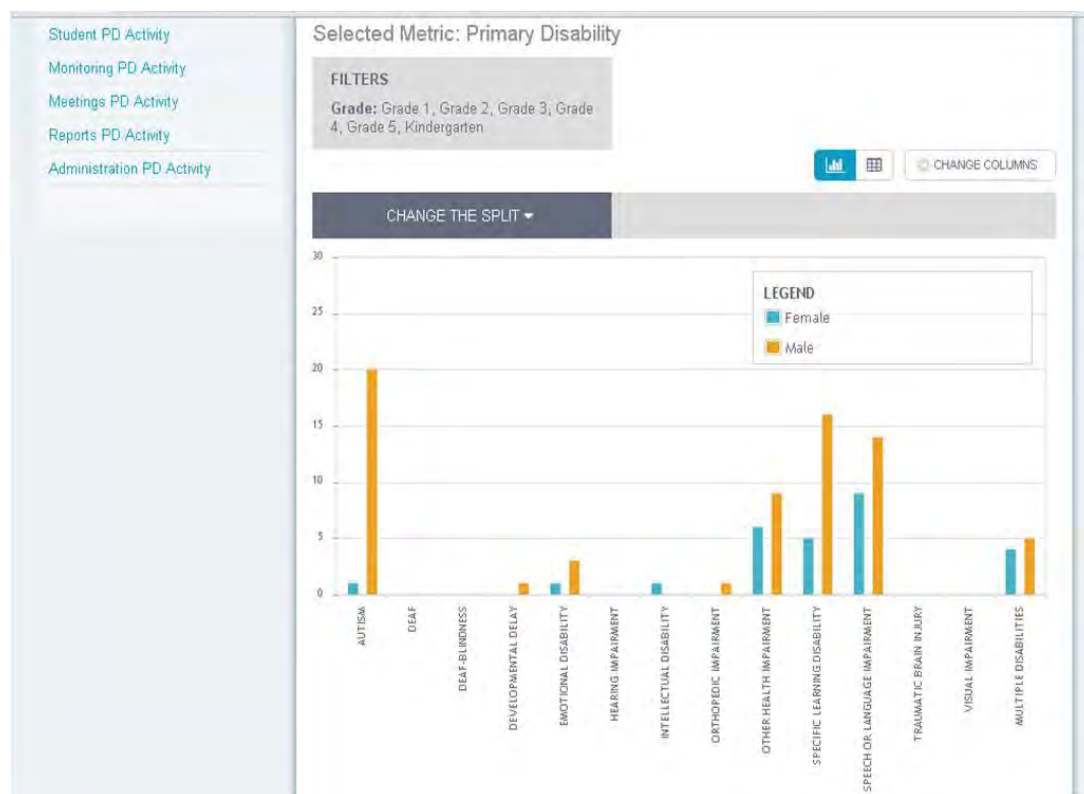
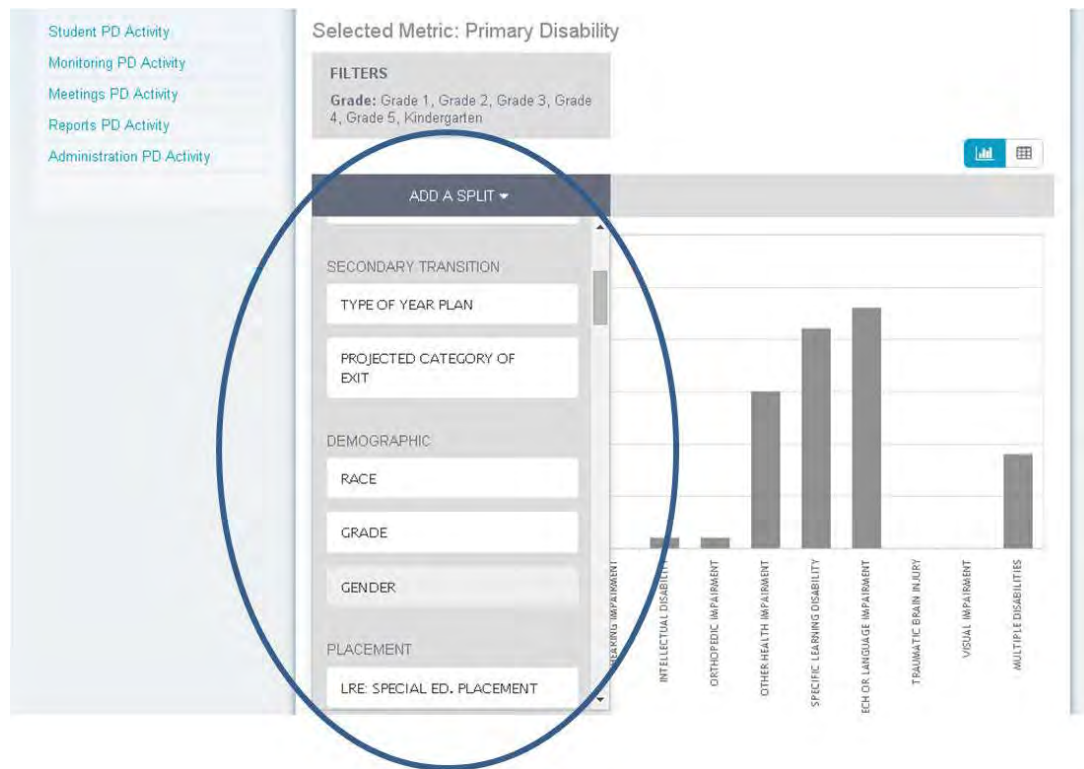
discipline, students' status; demographic information; placement data; and special considerations.



2. Add Filters, such as such as by Grade, Gender, Race, Disability (Primary Disability from the Eligibility page in the IEP), Goal Category, Goal Area, ESY, FBA or BIP Special Considerations (AT, Communications, Blind, Deaf, LEP), and LRE. This will bring the data down to displaying much small details. There are no limit on number of filters.



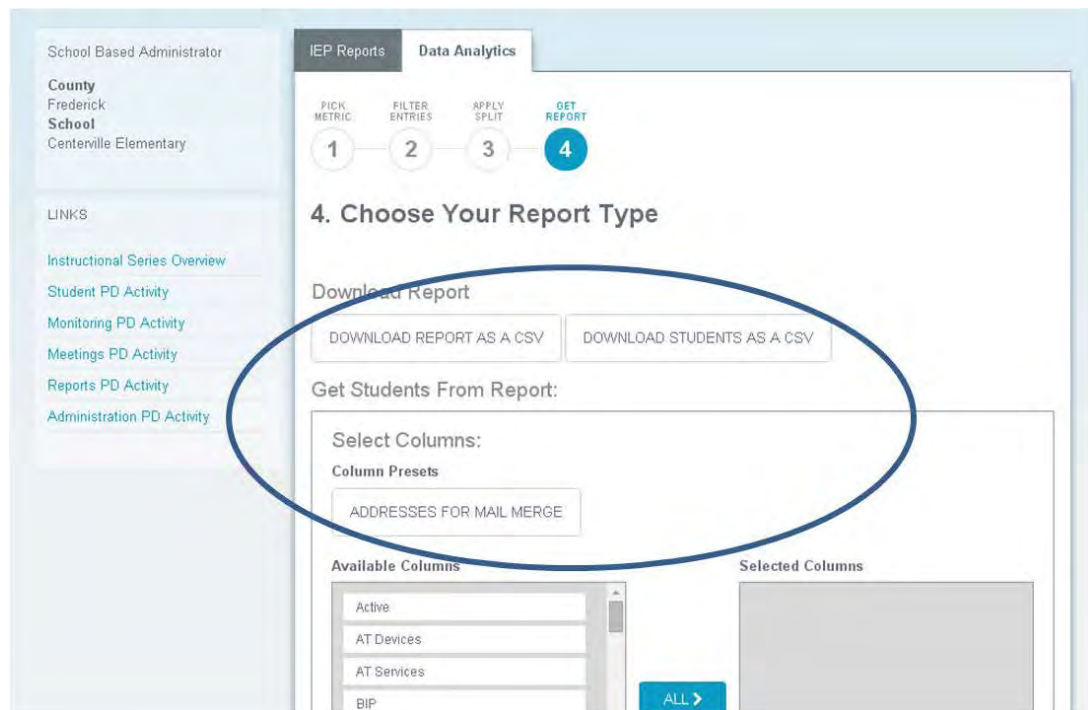
3. Apply a Split by Gender, Disability Type, or other category. This will take the previously selected data and split it to be more detailed. You don't need to add a Split, if it's not needed. The split is applied to all columns.



4. **Choose Reports.** Export as a CSV file or an image, if desired. More columns can be added the CSV file. You can even add students' names and other information to see more data.

There are four options when doing Step #4 - Get Report:

- A. Download Report as a CSV
- B. Download Students as an CSV
- C. Addresses for Mail Merge
- D. Get Reports



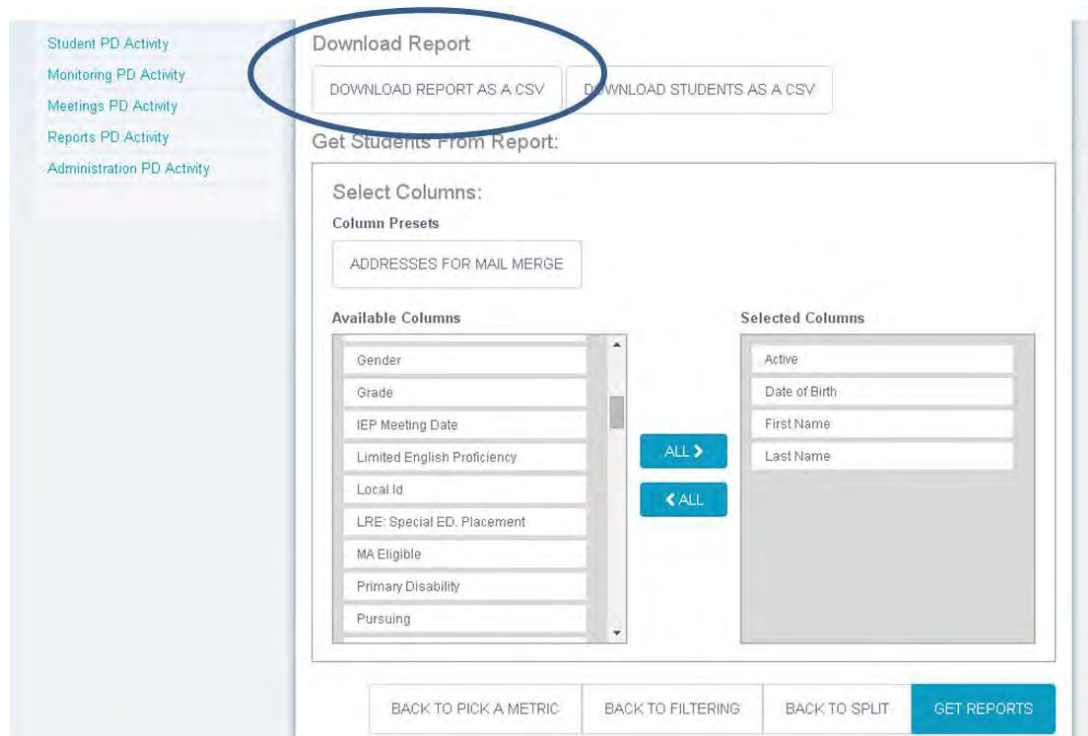
Choose a Report Options

There are four options when doing Step #4 - Get a Report:

- A. Download Report as a CSV
- B. Download Students as an CSV
- C. Addresses for Mail Merge
- D. Get Reports

A. Download Report as a CSV:

1. Click on the Download Report as a CSV button to see data in an Excel file. You will see the data you selected and get the numerical values that are in the graph.



2. After clicking on this button and downloading the file, a box will appear at the bottom of the screen. Click on the drop-down list next to it and select **Open** or **Save As**. Selecting Open will open the CSV file in Excel.

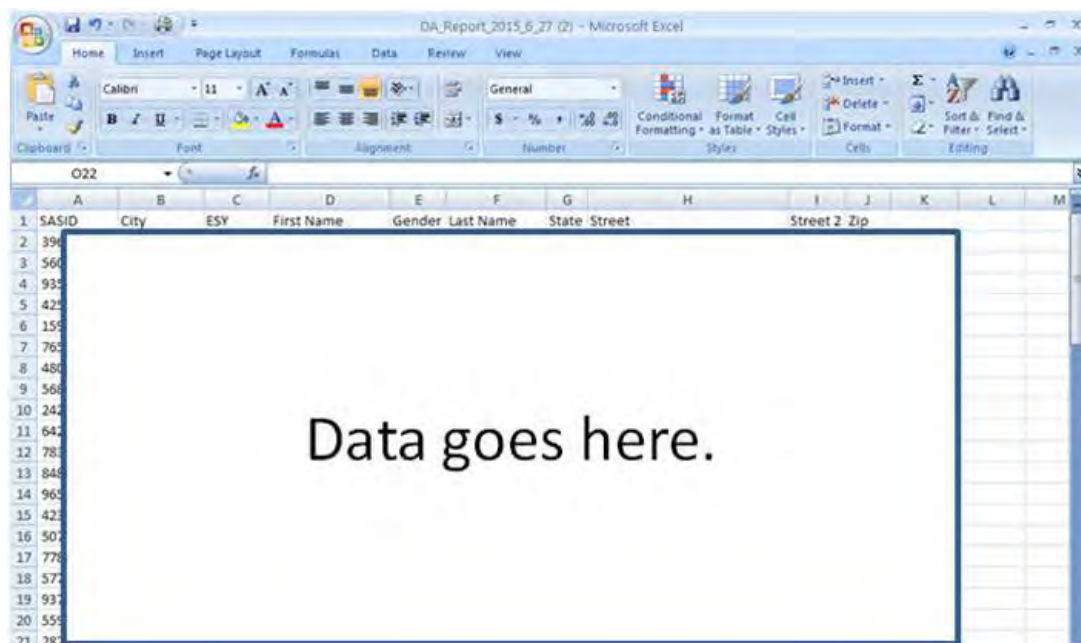
Primary Disability	Gender	Student Count
1 AUTISM	Female	1
3 AUTISM	Male	20
4 DEAF	Female	0
5 DEAF	Male	0
6 DEAF-BLINDNESS	Female	0
7 DEAF-BLINDNESS	Male	0
8 DEVELOPMENTAL DELAY	Female	0
9 DEVELOPMENTAL DELAY	Male	1
10 EMOTIONAL DISABILITY	Female	1
11 EMOTIONAL DISABILITY	Male	3
12 HEARING IMPAIRMENT	Female	0
13 HEARING IMPAIRMENT	Male	0
14 INTELLECTUAL DISABILITY	Female	1
15 INTELLECTUAL DISABILITY	Male	0
16 ORTHOPEDIC IMPAIRMENT	Female	0
17 ORTHOPEDIC IMPAIRMENT	Male	1
18 OTHER HEALTH IMPAIRMENT	Female	6
19 OTHER HEALTH IMPAIRMENT	Male	9
20 SPECIFIC LEARNING DISABILITY	Female	6

B. Download Students as an CSV:

1. In order to download students as a CSV, columns need to be selected from the Get Students from Report section. After selecting the desired fields, click on Click on the Download Students as an CSV button. If you click on the Addresses for Mail Merge button first, the following pre-defined columns will be included: First Name, Last Name, Street, City, State, and Zip. Additional columns, such as Grade, ESY, and Service County, can also be selected and added to this list. Then click on the Download Students as CSV button.

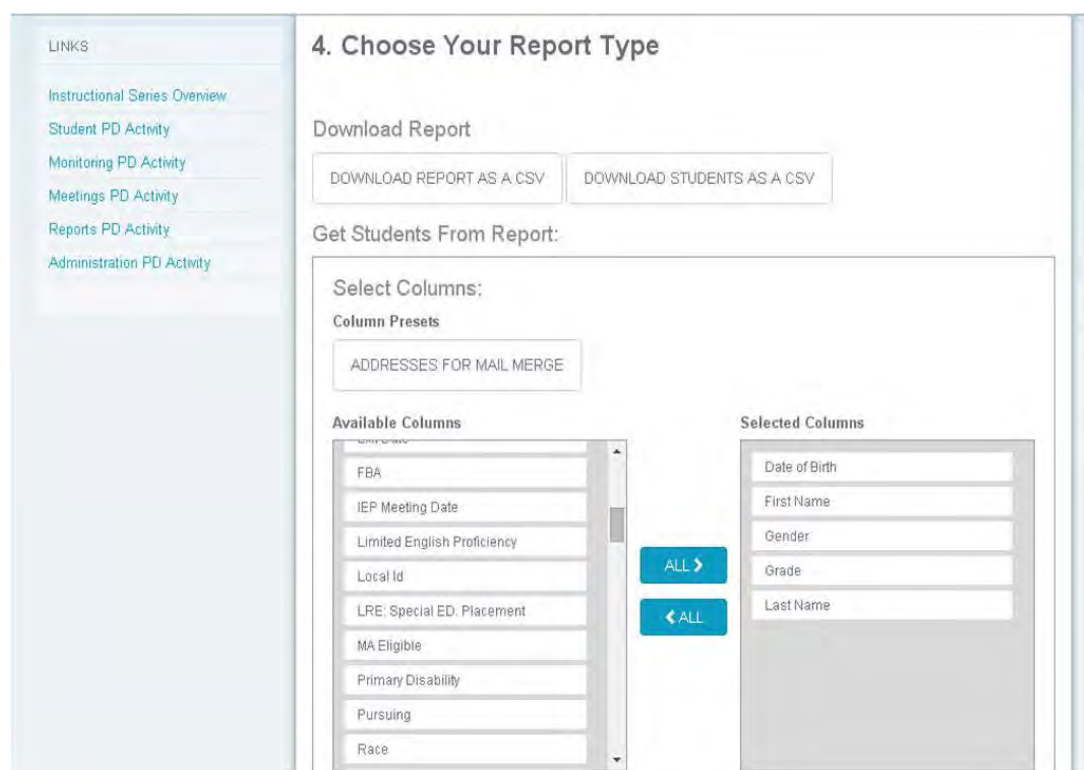
The screenshot shows the 'Data Analytics' section of the application. A progress bar at the top indicates four steps: 1. PICK METRIC, 2. FILTER ENTRIES, 3. APPLY SPLIT, and 4. GET REPORT. Step 4 is currently active. Below the progress bar, the heading '4. Choose Your Report Type' is displayed. Underneath, there are two buttons: 'DOWNLOAD REPORT AS A CSV' and 'DOWNLOAD STUDENTS AS A CSV'. The 'DOWNLOAD STUDENTS AS A CSV' button is circled in blue. Below these buttons, there is a section titled 'Get Students From Report:' which includes a 'Select Columns:' area with 'Column Presets' (containing 'ADDRESSES FOR MAIL MERGE') and 'Available Columns'.

2. After selecting the fields and clicking on "Download Students as a CVS" button, the data will be converted and opened in an Excel file. Once it's in Excel, you can manipulate and format the data to be displayed as you want.

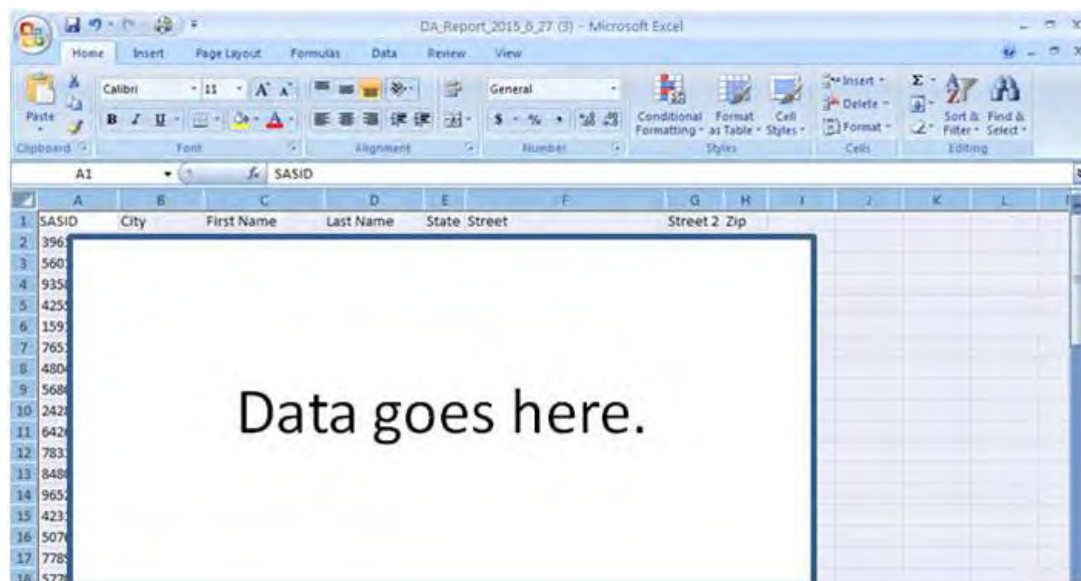


C. Addresses for Mail Merge:

1. The Addresses for Mail Merge button is a quick way to generate a Mail Merge file. Click on this button and the typical mail merge fields are added to the list on the right, such as First Name, Last Name, Street, City, State, and Zip. Additional columns can also be selected and added to this list, if needed. Then click on the Download Students as CSV button or Get Reports.



2. After selecting fields and clicking on the "Addresses for Mail Merge" button, the data will be displayed.

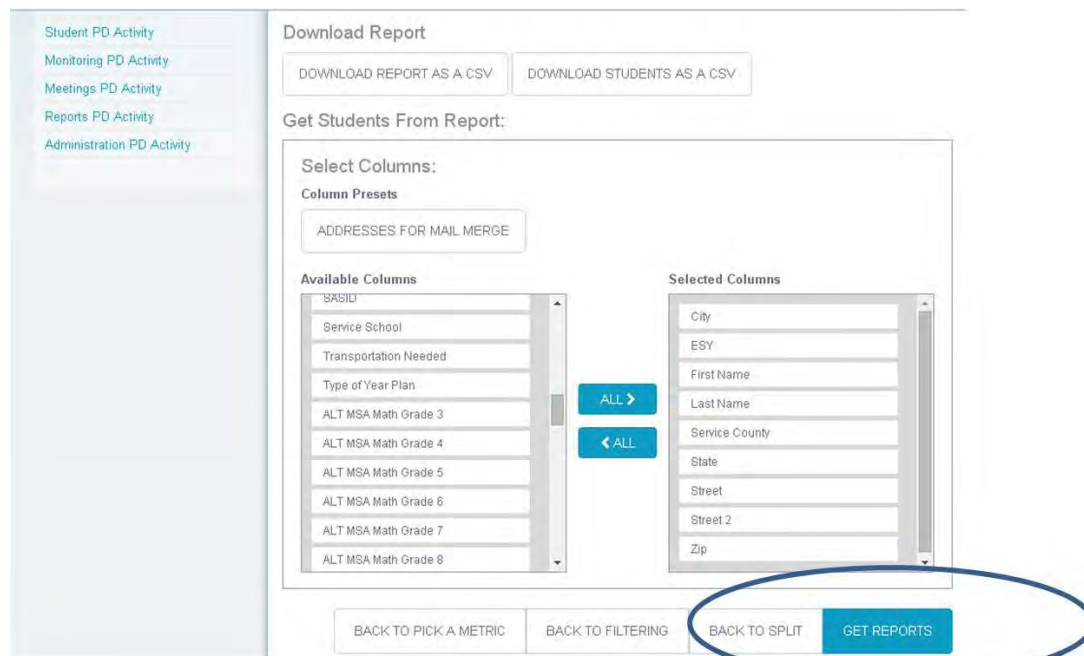


D. Get Reports:

1. When you click on the Get Report button after selecting columns, it will display this information in a web format which then can be downloaded as a CSV file.

The reason you'd want to do this is so you can view the columns you've selected and quickly determine if you need to add or remove any columns. If you need to make changes to the columns, click on Request link at top left corner.

Also, in this web format under Get Reports, you can see the student's account and his/her information, since the students' names are links.



2. After selecting fields and clicking on the "Get Reports" button, the data will be displayed. Notice how the names are linked to the student's information. Click on the Request Link in top left corner to change your columns.

The screenshot shows the Maryland IEP Data Analytics interface. At the top, there is a navigation bar with the Maryland IEP logo and a 'Data Analytics' button. Below this is a breadcrumb trail: 'DATA ANALYTICS > REQUEST > RESULTS'. The main heading is 'Data Analytics Request'. Underneath, there are filters for 'Selected Metric: Primary Disability', 'Grade: Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Kindergarten', and 'Selected Split: Gender'. A table with columns for 'STUDENT NAME', 'SASID', 'CITY', 'ESY', 'FIRST NAME', 'GENDER', 'LAST NAME', 'STATE', 'STREET', and 'STREET 2' is visible. A callout box on the left points to a 'Link to student's IEP info' button. A large box labeled 'Data goes here.' covers the data rows in the table.

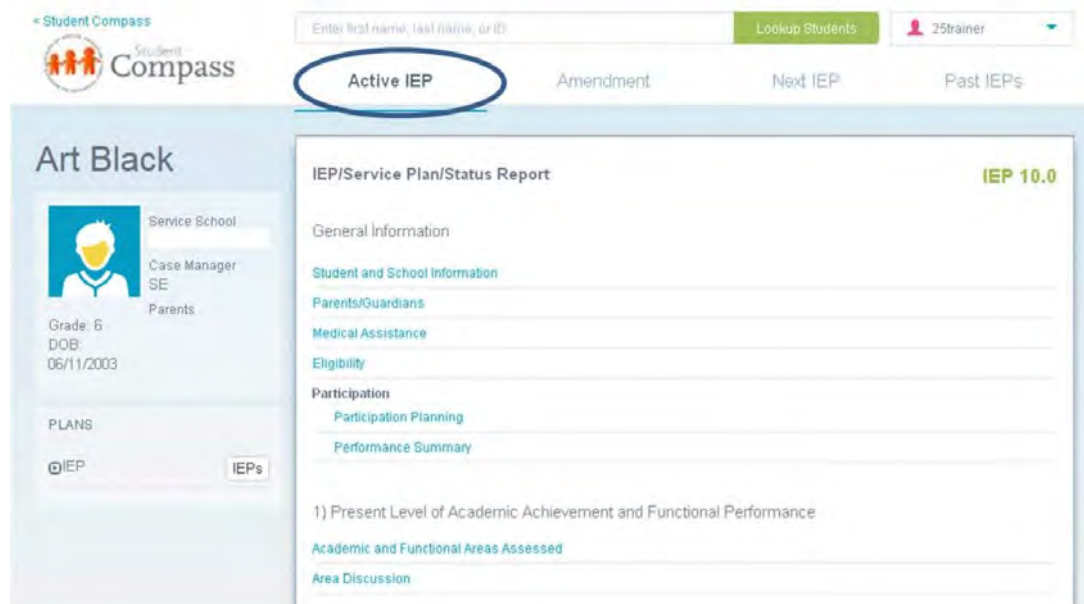




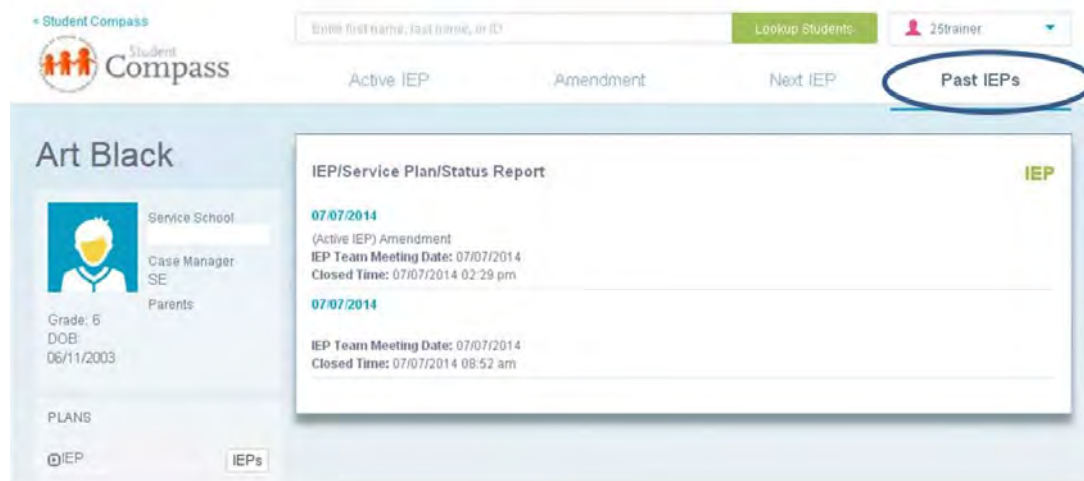
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Locating Active or Archived IEP

IEPs developed and closed in the MD Online IEP system are archived and are readily available for review as a read only document. **Closed IEPs cannot** be edited, only progress on IEP goals can be added. The most recently closed IEP is considered the **Active IEP** and is the default when the IEP module is initially accessed by clicking the Open IEP button. Older IEPs can be located by clicking the Past IEP's section above the IEP table to contents. IEP's developed for students transitioning from Part C, Infants & Toddlers to Part B, Preschool Special Education prior to the third birthday, will be held in Past IEP's section until the child's third birthday.



The archive screen provides the original IEP date, the date the IEP was closed and information regarding whether the IEP was a **Work on Next** or an **Amendment** IEP. To select an IEP, click on the blue IEP date link (e.g. [10/10/2012](#)).

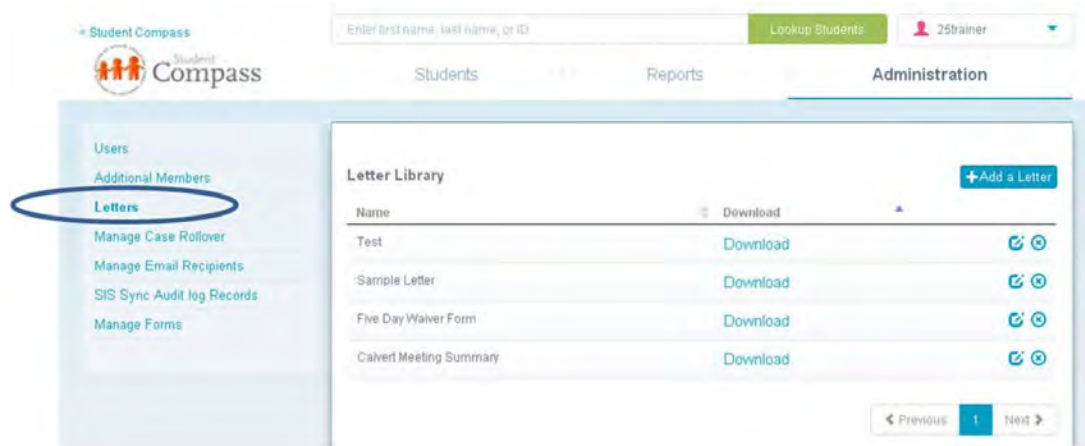




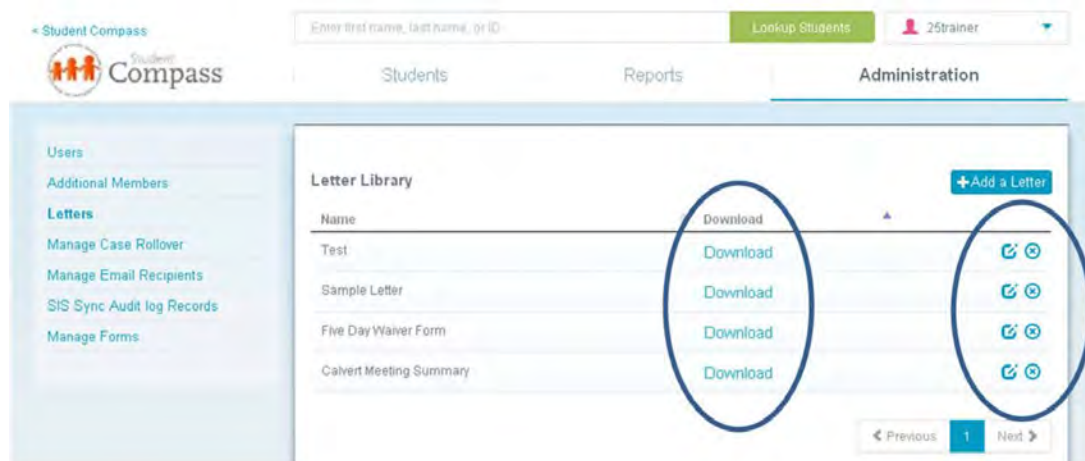
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- Manage Case Rollover
- Sync Email Notification and Audit Log
- Forms Management
- SQL Snapshot
- Addressing Duplicate Records
- Inactivate Records
- Deleting Records
- Transfer Student Search

Letter Library

County Level/Data Managers with Admin Access can upload letters or documents for users in their school system to access. The **Letter Library** could include form letters or informative documents that users may be directed to use when communicating with parents. Other uses may be to file documents that explain a practice or protocol utilized by the local school system. Although the document would not be interactive or dynamic, once the document is uploaded to the **Letter Library**, it can be accessed and printed for use.



Letters or documents uploaded to the system will be displayed with options to **Download**, **Edit** or **Remove**.





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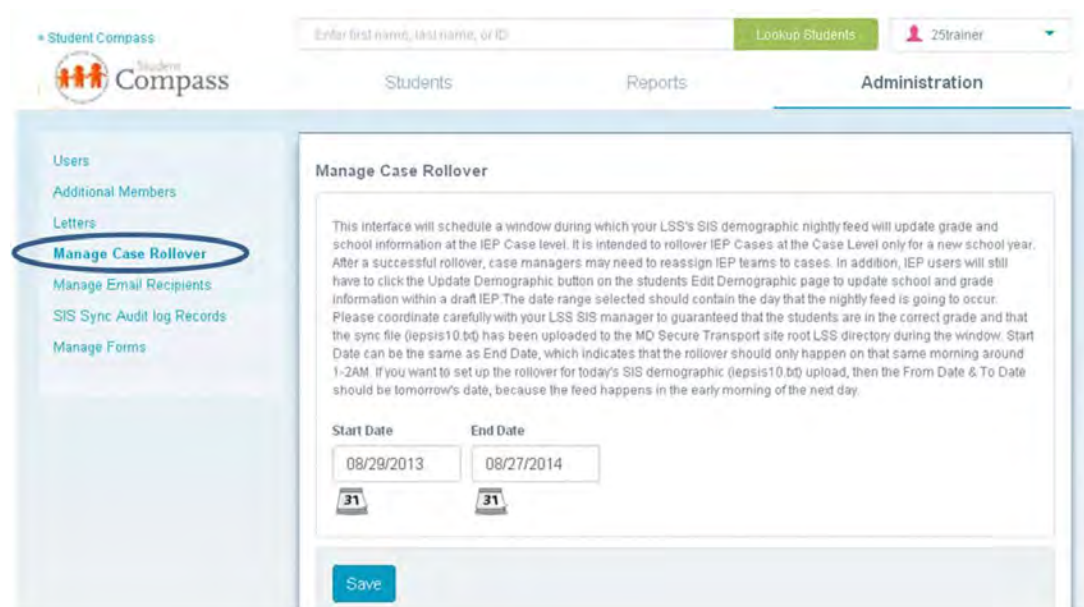
Deleting Records

Transfer Student Search

Manage Case Rollover

A **County Level/Data Manager with Admin permission** is able to schedule a date range to update the SIS demographic nightly feed which will bring the grade and school information at the IEP Case level up-to-date. This procedure is typically completed over the summer after the local school system has updated their student information system to reflect grade and/or school changes. However, a rollover can be scheduled at any time.

1. Click on the **Manage Case Rollover link** on the left navigation bar.



In the rollover interface, the date range selected should contain the day that the nightly feed is going to occur. Please coordinate carefully with your LSS SIS manager to guarantee that the students are in the correct school and grade and that the sync file (iepsis.txt) will be uploaded to the MD Secure Transport site root LSS directory during the window chosen.

Contrary to what is written on the screen, the rollover will push the following information to the case level:

- Resident County
- Resident School
- Service County
- Service School
- Grade
- SASID
- Middle name

The following will push to the IEP level for any open IEP or Amendment drafts:

- SASID
- Middle name

2. Select a **Start and End Date** from the drop-down lists. Start Date can be the same as End Date, which indicates that the rollover should only happen on that same morning around 1-2 AM. If you want to set up the rollover for today's SIS demographic (iepsis.txt) upload, then the Start Date & End Date should be tomorrow's date, because the feed happens in the early morning of the next day.

3. Click the **SAVE** button.



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Sync Email Notification and Audit Log

A **County Level/Data manager** with Admin permission is able to indicate who will receive the daily email notification documenting the success of the previous night's file transfer. The email will indicate the number of demographic files successfully transferred and the number of files that were unsuccessful. To see the files that were not successfully loaded, go to **SIS Sync Audit Log Record**.

Choosing **Manage Email Recipients** shows who is currently receiving the email notifications of the previous night's file transfer and allows for the addition of any other persons who should receive the email notifications. To add additional people to receive the email, click the Add and Email Recipient button. There are buttons on the right of current recipients to edit or delete them.

Student Compass Administration

Enter first name, last name, or ID [Lookup Students](#) 25trainer

Students Reports Administration

Users
Additional Members
Letters
Manage Case Rollover
Manage Email Recipients
SIS Sync Audit log Records
Manage Forms

+ Add an Email Recipient

Name	Email	Will Receive Emails
giselle patton	123@123.com	Yes

◀ Previous 1 Next ▶

The **SIS Sync Audit Log Record** indicates which files were not successfully added to the sis_db for the MD Online IEP because of duplication of first name, last name and date of birth or because of a duplicate SASID number.

Student Compass Administration

Enter first name, last name, or ID [Lookup Students](#) 25trainer

Students Reports Administration

Users
Additional Members
Letters
Manage Case Rollover
Manage Email Recipients
SIS Sync Audit log Records
Manage Forms

+ Add an Email Recipient

Name	Email	Will Receive Emails
giselle patton	123@123.com	Yes

◀ Previous 1 Next ▶

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Forms Management

The MD Online IEP system includes a collection of forms to support the IEP process. Local school systems have the option to use the forms included within the MD Online IEP system or forms developed internally. Since some systems use forms developed locally, a County Level/Data Manager with Admin permission can "hide" the corresponding MD Online IEP forms from view so users are not confused as to which form to use. After clicking Manage Forms from the left navigation menu in the Administration section, the County Level/Data Manager can uncheck the box next to the forms that should not be displayed. The MD Online IEP system defaults to having all forms available (checked) on the Forms screen.

 The screenshot shows the "Student Compass" interface. At the top, there is a search bar with the text "Enter first name, last name, or ID" and a "Lookup Students" button. The user is identified as "25trainer". The navigation tabs are "Students", "Reports", and "Administration". The "Administration" tab is active, and the left sidebar menu has "Manage Forms" circled in blue. The main content area is titled "List of forms that will be available to ALL USERS in your jurisdiction" and contains a list of 20 forms, each with a checked checkbox:

- Child Find Referral
- Notice of Individualized Education Program (IEP) Team Meeting
- Notice and Consent for Assessment
- Evaluation Report and Determination of Initial Eligibility
- Manifestation Determination Worksheet
- Specific Learning Disability Team Report
- Consent for Release of Information
- Excusal From an Individualized Education Program (IEP) Team Meeting
- Amendment/Modification to Current IEP without an IEP Team Meeting
- Assessment Report
- Prior Written Notice
- Functional Behavior Assessment
- Behavior Intervention Plan
- Functional Behavior Assessment/Behavior Intervention Plan
- Mod-HSA IEP Team Decision-Making Process Eligibility Tool
- Mod-MSA IEP Team Decision-Making Process Eligibility Tool
- All-MSA IEP Team Decision-Making Process Eligibility Tool
- Verbatim Reading Accommodation IEP Team Decision-Making Process Eligibility Tool
- Related Services Log Notes
- Access Log
- Parent Contact Log

Blank copies of the forms can be printed by choosing a student from the MD Online IEP search results and then choosing forms. Below the title of each form is an option to **Print Blank Form**. After accessing a student from the Case Matrix: Cases tab, click the Forms and Logs button.



Enter state name, last name, or IEP Lookup Students 11trainer

Students | Monitoring | Meetings | Reports | Administration

Art Black

Notifications | Monitoring | Profile | IEP Summary | Meetings | **Forms and Logs**



Service School
Case Manager

Parents

Grade: 10
DOB:
04/13/1996

PLANS

IEP

IEPs

Process Forms

- (1) Child Find Referral Complete Form
- (6) Notice of Individualized Education Program (IEP) Team Meeting Complete Form
- (2) Notice and Consent for Assessment Initial Reevaluation Complete Form
- (0) Evaluation Report and Determination of Initial Eligibility Complete Form
- (1) Manifestation Determination Worksheet Complete Form
Resources:
Manifestation Determination Guidance Document
- (1) Specific Learning Disability Team Report Complete Form
- (0) Consent for Release of Information Complete Form
- (0) Excusal From an Individualized Education Program (IEP) Team Meeting Complete Form
- (0) Amendment/Modification to Current IEP without an IEP Team Meeting Complete Form

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SQL Snapshot

Each night IEP data from IEPs that were closed that day are uploaded to the SSIS database at MSDE. This is referred to as the MD Online IEP Snapshot or IEPXSQL.zip file. The data is then available to any local school system using the MD Online IEP to be reviewed or utilized for further data analysis. To **access this MD Online IEP Snapshot**, access the Maryland Secure Server site, as well as access to a Microsoft SQL Server. For more detailed information regarding this process, download the following document:

[Using the MD Online IEP Nightly Database SQL Snapshot](#)



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Addressing Duplicate Records

Addressing Duplicates in the MD Online IEP through the Student Information System Database (SIS_DB)

Note: Student records in the MD Online IEP's SIS_DB can be updated or added to as often as nightly by syncing with a Local School System's Student Information System (SIS) file (iepsis10.txt).

The first step in each LSS's nightly sync is to exclude certain records from moving to the next step of the sync. Any record that duplicates on either a combination of "first name/last name/DOB" or State Assigned Student Identification (SASID) (with another record in the same iepsis10.txt file) is excluded from the sync.

The second step in each LSS's nightly sync matches and updates/adds records to the SIS_DB. The matching criteria used to sync the iepsis10.txt file's records to records already in the SIS_DB is the combination of "first name/last name/DOB". If that combination of fields exactly matches an existing record, then the existing record can be updated if any new demographic information exists. If a combination of "first name/last name/DOB" for a record in the iepsis10.txt file doesn't match an existing record in SIS_DB, then it is added to SIS_DB as a newly created record.

Note: State Assigned Student Identification (SASID) is not a matching criterion for determining whether a record for a student already exists in the SIS_DB.

Therefore, if a change is made to a student's "first name/last name/DOB" in the LSS's SIS then it follows that the edited record will be included the next iepsis10.txt file. If a corresponding change in the SIS_DB record is not made manually, then during the next nightly sync the changed record will not match the existing SIS_DB record on "first name/last name/DOB". This scenario allows a new record to be created in the SIS_DB, and effectively creates a duplicate.

When duplicates are found at the SIS_DB level, use the corrective action listed below that matches the duplication scenario encountered:

1. Duplicates at SIS_DB level but no IEP for either duplicate record

Action: Remove the record that does not match "first name/last name/DOB" in LSS SIS

2. Duplicates at SIS_DB level and an IEP exists for correct record (as compared to the "first name/last name/DOB" in current LSS SIS)

Action: Remove the record without the IEP

3. Duplicates at SIS_DB level and IEP exists for the incorrect record (as compared to the current LSS SIS)

Action:

- Remove the good record that matches LSS SIS "first name/last name/DOB" from SIS_DB (the one without an IEP)
- Edit SIS_DB level demographics to match current "first name/last name/DOB" in LSS SIS
- Update to IEP Demographics (Case) Level
- If draft has been started then copy demographics into the IEP

4. Duplicates at SIS_DB level and both student records have been brought to IEP level, but only one has a closed IEP.

- Remove the student record that doesn't have a closed IEP
- If the record you removed matched the LSS SIS "first name/last name/DOB" then modify the remaining student as follows:
 - Edit SIS_DB level demographics to match current "first name/last name/DOB" in LSS SIS
 - Update to IEP Demographics (Case) Level
 - Copy demographics into the draft IEP

5. Duplicates at SIS_DB level and both students have been brought to IEP level, and both have a closed IEP.

- Determine which record is more recent. The more recent record will be the one that you want to remain active moving forward.
- Handling the old record and inactivating
 - Edit the last name of the older record to " (LAST NAME) DO NOT USE" and remove SASID

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1. Edit the last name and remove SASID in SIS_DB search results
 2. Update to IEP Demographics (Case) Level
2. Click the "Inactivate" link for this record in the Search for a Case results screen
- c. Handling the more recent record, if necessary:
1. Edit SIS_DB level demographics to match current "first name/last name/DOB" in LSS SIS
 2. Update to IEP Demographics (Case) Level
 3. Copy demographics into the draft IEP

To print a copy of this page, click [here](#).



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County Level/Data Managers with "Edit Demographics" permission have the ability to inactivate records at the case level. This may be helpful to "hide" student records when running from some of the reports. Examples of reasons to inactivate a record could be:

- the student has graduated
- the student has moved but the local school system does not have a request for records from a new school system
- the student has been exited from receiving special education services

1. From the **Student** section, click **Case Matrix**.

2. Using **Search** tab, enter the student search criteria to locate the student's record. The search will be of students in the IEP database.

3. After searching for the student record, there will be a list of possible matches with the option to **Inactivate** the record to the right of the student's name.

If the current record has been inactivated, there will be the option to reactive the record on this screen.

Note: Clicking on the word **Inactivate** will inactive the case; whereas, clicking on the word **Activate** will make the case active again.

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a 'Lookup Students' button. Below the search bar are tabs for 'Students', 'Reports', and 'Administration'. The 'Students' tab is active, showing a 'Case Matrix' view. On the left, there is a sidebar with 'County Level/Data Manager' information for 'Carol Anne' and a 'LINKS' section with various activity links. The main area displays a table of search results with columns for 'Student', 'Service School', 'IEP Case Manager', 'Last IEP Team Meeting', 'Annual Review Date', and 'Projected Reevaluation Date'. Three students are listed: Adam Smith, Amy Smith, and Anna Smith. Each student row has an 'Inactivate' button to its right. The 'Inactivate' button for Adam Smith is circled in blue.

Student	Service School	IEP Case Manager	Last IEP Team Meeting	Annual Review Date	Projected Reevaluation Date	Inactivate
Adam Smith DoB: 01/20/1989 Unique Student ID: Local ID:			12/02/2013			Inactivate
Amy Smith DoB: 02/07/1996 Unique Student ID: Local ID:			11/29/2007			Inactivate
Anna Smith DoB:						Inactivate



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Inactivate Records

Deleting Records

Transfer Student Search

Deleting Records and Forms

IEPs developed and closed in the MD Online IEP system are archived and are readily available for review as a read only document. **Closed IEPs** or **Amendments** cannot be edited or deleted from the MD Online IEP system. The system is designed to assure a closed IEP is kept in an archive for the student and all historical data is preserved. To locate an archived IEP, see [Locating Active or Archived IEP in the User Guide](#).

County Level/Data Managers with **Forms Administrator** permission are able to delete draft or completed forms upon request.

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a 'Lookup Students' button. Below the search bar are tabs for 'Students', 'Reports', and 'Administration'. The main content area is titled 'Case Matrix' and includes an 'Add New Case' button. A 'Search Results' section contains a search input field and several filter checkboxes: 'Active' (checked), 'Not eligible', 'Exited', 'Eligibility 3,4,B', 'Cases that include me as a team member', and 'Inactive'. Below the filters is a table with the following columns: 'Student', 'Service School', 'IEP Case Manager', 'Last IEP Team Meeting', 'Annual Review Date', and 'Projected Reevaluation Date'. The table lists three students: Adam Smith (DOB: 01/20/1989, Last Meeting: 12/02/2013), Arny Smith (DOB: 02/07/1996, Last Meeting: 11/29/2007), and Anna Smith (DOB: [blank]). Each row has an 'Inactivate' button to its right. A blue circle highlights the 'Inactivate' button for Arny Smith.



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Transfer Student Search

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a 'Lookup Students' button. To the right, a user profile for '25trainer' is visible. Below the search bar are tabs for 'Students', 'Reports', and 'Administration'. The 'Students' tab is active, showing sub-tabs for 'Case Matrix', 'Add New Case', and 'Transfer Student Search'. The 'Transfer Student Search' sub-tab is selected, displaying a search form. The form includes a 'Search' header, a description 'Search the IEP Database (This search returns all students that are transferred out of the county but had a closed IEP)', and several input fields: 'State Unique ID', 'First Name', 'Last Name', 'Date of Birth' (with a calendar icon), 'SSIS Residence from LRE Page County' (a dropdown menu showing 'Carol Anne'), and 'SSIS Residence from LRE Page School' (radio buttons for 'Public' and 'Private'). A 'Search' button is at the bottom of the form.

Users who are County Level/Data Managers are able to search for transferred students and to view the IEPs while the student was in the LSS of the County Level/Data Manager currently logged in the system. Enter the search criteria for the student and click the Search button. A listing of students and IEPs that are available for view in the a PDF will be displayed. County Level/Data Managers will not be able to see the Active IEP or access any current information for the student.



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Add/Edit IEP User

Adding or editing user accounts for the MD Online IEP begins by clicking the **Administration Section in Student Compass**. The **Administration section** is only accessible if the user has been assigned administration permissions. After clicking the Administration section, the **Users: Search Results page** will be displayed and existing users can be edited or new users added.

Add a New User:

To add a user to the MD Online IEP system, click the **Add User button**. Enter information in all the fields, in order to have a complete user account, and then click the **SAVE button**. If certain information is unknown or changes, this can be updated through the Edit User process. The required fields are: First Name, Last Name, User Group, Email, Username and Password. For School Based Administrators or Teachers choosing to create an account for someone, the County and School will be filled in by default. County Level/Data Managers will have only County filled in by default and will need to add School to School Based Administrator or Teacher accounts. The error messages will be displayed if all required fields are not completed correctly.

 A screenshot of the Student Compass web application. The top navigation bar includes "Student Compass", a search bar, "Lookup Students", and a user profile for "25trainer". Below the navigation are tabs for "Students", "Reports", and "Administration". The "Administration" tab is active, showing a sidebar with "Users" selected. The main content area is titled "Users" and contains a "Search" section with a "Search" button. Below the search section are fields for "User Status" (Active, Inactive, All), "First Name" (text input), "Last Name" (text input), "Residence County" (dropdown menu showing "Carol Anne"), "Residence School" (radio buttons for Public and Private), and "Public Schools" (dropdown menu showing "Carol Anne Elementary"). A blue button labeled "+ Add a New User" is circled in blue in the top right corner of the main content area.

Editing a User:

To edit an existing user, click the name of the user that is to be edited. Click the **Edit User button** and update the fields according to the most recent information. Click on the **SAVE button**.

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The screenshot shows the 'Student Compass' Administration page. At the top, there is a search bar for 'Enter first name, last name, or ID' and a 'Lookup Students' button. Below this are tabs for 'Students', 'Reports', and 'Administration'. The 'Administration' tab is active, showing a left-hand navigation menu with options like 'Users', 'Additional Members', 'Letters', 'Manage Case Rollover', 'Manage Email Recipients', 'SIS Sync Audit log Records', and 'Manage Forms'. The main content area displays a search for 'User' and shows details for 'Selly Smith'. A table below lists user information:

User Group	Teacher	Position
County	Carol Anne	Agency
School	Carol Anne Elementary	Address

At the top right of the user details, there are buttons for 'Details', 'View', and 'Edit User'. The 'Edit User' button is circled in blue.

The following 5 user groups are available for access to the Maryland Online IEP system:

MSDE Staff - These users can access any student in the IEP system via a search.

County Level/Data Manager - These users supervise or work with students enrolled in a public agency or manage the special education data for a Local School System. There are many user access rights available that can be assigned to a County Level/ Data Manager.

School-based Administrator - These users work at the school level. They are administrators or teachers/providers who are working with students within a particular school and can be assigned to more than one school/location. They can view data of any student in the school and can be given rights to add students to the IEP system.

Teacher Level - These users work at the classroom or caseload level. They are teachers/providers who are working with students in one or more schools. They have rights to view data for only students who are assigned to their caseload. A student can be added to the teacher caseload by a SBA or County Level/Data manager. Teachers can be assigned to more than one school/location. Teachers can not add students to the IEP system.

Nonpublic User - These users work at nonpublic schools and can be a School Based Admin or Teacher. Nonpublic users may only add students to the IEP system who are from Local School Systems (LSS) not using the MD Online IEP. Students from LSS's using the MD Online IEP will have an active IEP before placement at the nonpublic and therefore the case may be accessed in the usual lookup manner.

Once a **User Level** is chosen, the corresponding permissions that are available for that group will be displayed at the bottom of the screen. For more information regarding permissions see [User Access Permissions in the User Guide](#).



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Note: **Read Only** user accounts can be created by not assigning any permissions to the user's login account.

Once a user group is determined, an appropriate list of permissions will appear at the bottom of the screen. The person created the new user account checks the appropriate permissions to be assigned to the user account. The table below indicates which permissions can be assigned to each type of user account. If no permissions are checked, the account would be for read only access.

Permissions	Can be assigned to:		
	County Level/Data Manager	School Based Administrator	Teacher
Admin Access	X	X	X
Can Edit Cases	X	X	X
Can Create a Child	X	X	
Manage Case Rollover	X		
Edit Demographics	X		
Manage Sync Email Notification	X		
Data Manager Amendment	X		
Forms Administrator	X		
Upload Files to Cases	X	X	X

Definitions of **Permissions** that can be assigned to users are as follows:

Admin Access - **This role can be granted to any level of user** (County Level/Data Manager, School Based Administrator, or Teacher). It allows a user to add/edit users at or below his/her level of user. In addition to allowing adding/editing users, this role will allow a County Level User:

- To add or edit letters added to the **Letter Library**
- To view **SIS SYNC AUDIT LOG RECORDS** of students who did not successfully sync in the most recent sync with nightly demographic upload from LSS SIS
- To reactivate users who had been removed from the list of users
- To manage which forms are available to users in their local school system

Can Edit Cases - This role can be granted to any level of user (County Level/Data Manager, School Based Administrator, or Teacher). It allows a user to edit IEPs and forms for any student he/she can access. Users who are not granted this access role have read only access to IEPs and forms for any student he/she can access.

Can Create a Child - **Can be assigned to County Level/Data Manager and School Based Administrators** who need the ability to manually add a student to the IEP system database.

Manage Case Rollover - **Can only be assigned to County Level/Data Managers with Admin access.** This permission allows the County Level/Data Manager with Admin Access to schedule the school year rollover of grade and school to IEP case level.

Edit demographics - **Can only be assigned to County Level/Data Managers.** This permission allows County Level user to do the following:

- to edit demographics at the SIS_DB level and at the IEP case level
- to remove students from the SIS_DB who have not been brought to case level
- to remove a student's record if no closed IEP exists for the student if approved by local school system Special Education Director (per MSDE).

Manage Sync Email Notification - **Can only be assigned to County Level/ Data Managers with Admin Access.** This permission allows the County Level user with Admin Access to add/edit/delete email address for those who receive nightly demographic sync notification emails.

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Data Manager Amendment - **Can only be assigned to County Level/Data Managers.** This permission allows a County Level user to change the following fields via an Amendment:

- Case Manager on the Close IEP screen
- Scheduled Meeting Date(s), and Annual Review Dates on Close IEP screen
- Dates on the Initial Eligibility page

When a County Level user with this role closes an Amendment, it will be listed as "Data Manager Amendment" under the IEP date on View Past IEP's screen.

Forms Administrator - **Can only be assigned to County Level/Data Managers with Admin Access.** This permission allows a County Level user with Admin Access to select the Administrative Module Forms that are available to all users in his/her LSS. By default all available forms are available to an LSS. LSS are tasked to decide which forms are available to users.

Additionally the County Level user with Admin Access can delete Administrative Module forms created in error. This functionality deletes forms permanently from the database.

Upload Files to Cases - **This role can be granted to any level of usership** (County, School Based Administrator, or Teacher). It allows a user to upload files to a student's File Uploads page where documents (e.g., scanned signature pages, scanned forms, etc) can be added to the student's profile.

Note: Notify User by Email - This is a field above the permissions and is used indicate is an email notification is to be sent to the user's email address on record. The email will notify them that a MD Online IEP system login has been created or that their user account has been modified.



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Add Schools to User's Account

School Based Administrators and Teachers can be assigned to more than one school within their local school system with one login to the MD Online IEP. A County Level/Data Manager with Admin Access permission will be able to assign the schools to the user account.

1. Locate the user's account on the **Users page of the Manage Users section in Administration**.
2. Click on his/her name to display the details of the user account and click the **Add Schools button**.

Selly Smith

User Group	Teacher	Position	
County	Carol Anne	Agency	
School	Carol Anne Elementary	Address	

Contact & Account Information

Home Phone		Username	sally
Work Phone		Admin Access	No
Cell Phone		Can Edit Cases	Yes
Email	sally@gmail.com	Upload Files to Cases	No

Additional Schools

County	School
No data available in table	

[+ Add a School](#)

[← Previous](#) [Next →](#)

Case Load [+ Add Students to Case Load](#)

Student Name	DOB	R-County	R-School	S-County	S-School
No data available in table					

3. **Select the county and school**, and click the **SAVE button**. This school will now appear on the User Details page in the **Additional Schools section**. The option to remove additional schools from a user's account is also available in this section. Click the **Remove button** on the same line as the school to remove it.

Add School to User

County: Carol Anne

School: [Dropdown menu]

[Save](#) [Cancel](#)



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Assign a Caseload to Teacher Accounts

County Level/Data Managers and **School Based Administrators with Admin Access** are able to assign a teacher level user a case load of student cases. The **County Level/Data Manager** or **School Based Administrator** must navigate to the **Administration** section and locate the teacher user on the **Users** page and click the users name to view the details. Scroll to the bottom of the page to **view the Caseload** section and to view all cases assigned to the user.

Click **Add Case** button then select the school and then the student's name or group of students to assign the case(s) to the teacher.

Selly Smith

User Group	Teacher	Position	
County	Carol Anne	Agency	
School	Carol Anne Elementary	Address	

Contact & Account Information

Home Phone		Username	sally
Work Phone		Admin Access	No
Cell Phone		Can Edit Cases	Yes
Email	sally@gmail.com	Upload Files to Cases	No

Additional Schools +Add a School

County	School
No data available in table	

◀ Previous Next ▶

Case Load +Add Students to Case Load

Student Name	DOB	R-County	R-School	S-County	S-School
No data available in table					

Select the **School** and the **Teachers IEP Team Title** from the list of available options. A list of students will be displayed at the bottom. The County Level/Data Manger or School Based Administrator will use the checkbox to the left of each student's name to add the students to the Teacher level user's caseload. Click the **SAVE** button at the bottom of the page. All students selected will appear in the Case Load section at the bottom of the Users page.

To remove a student from a Teacher's caseload, click the **Delete** button on the far right of the student's name.

Add New Students to Teacher's Case Load

School: Carol Anne Elementary

Teacher's IEP Team Title: IEP Case Manager

Student Name	DOB	R-County	R-School	S-County	S-School
<input type="checkbox"/> jenny adams	04/18/1999	Carol Anne	Carol Anne Elementary	Carol Anne	Carol Anne MANSEF Middle

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Remove/Inactivate Users

MD Online IEP users with Admin Access can inactivate users by selecting the **Deactivate User** button, located on the **User Detail** page. If the user needs to have the account reinstated, the **Activate User** button can be chosen on this screen.

The screenshot shows the 'Administration' tab in the Maryland Online IEP System. A user detail page is open, displaying contact and account information for a user named 'Ivoryteacher'. A confirmation dialog box is overlaid on the page, asking: 'This will deactivate the user to the IEP users database. Are you sure you want to proceed?' with 'OK' and 'Cancel' buttons. The user's account information includes: Home Phone, Work Phone, Cell Phone, Email (ivgo@usa.com), Username (Ivoryteacher), Admin Access (Yes), Can Edit Cases (Yes), and Upload Files to Cases (No). The 'Additional Schools' section is also visible at the bottom.



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Add Additional IEP Team Members

When identifying the members of a student's IEP team through **Add a New Team Member** on the **Schedule a Meeting page in the Meetings section**, a drop-down list is available for members who have a login to the MD Online IEP system and access to the student's record. As a convenience, additional team members who do not need a login account can be added through the **Additional Team Members tab in the Manager Users of the Administration section**. Some examples of Additional Team Members might be: general educator, school psychologist, school nurse, guidance counselor. They are generally IEP team members who are not responsible for entering information into the student's IEP in the MD Online IEP system. Their names would be available on a drop-down list through the **Schedule a Meeting page**.

1. Locate **Manage Users** on the left navigational panel of the **Administration section**.
2. Click the **Additional Team Members tab**.

 A screenshot of the Student Compass web application. The top navigation bar includes a search field, a "Lookup Students" button, and a "25trainer" user indicator. Below the navigation bar are tabs for "Students", "Reports", and "Administration". The "Administration" tab is active, and the "Additional Members" sub-tab is selected. On the left side, there is a sidebar menu with options like "Users", "Additional Members", "Letters", etc. The main content area shows a "Search" section with "Additional Members" and "User Status" (Active, Inactive, All) radio buttons. Below that are input fields for "First Name" and "Last Name". A blue button with a plus sign and the text "+ Add a New Additional Member" is circled in blue.

3. Complete the form with a minimum of first and last names, school and position and click the **SAVE** button.

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID', a 'Lookup Students' button, and a user profile for '25trainer'. Below the search bar are three tabs: 'Students', 'Reports', and 'Administration'. The 'Administration' tab is active. On the left side, there is a navigation menu with the following items: 'Users', 'Additional Members' (highlighted), 'Letters', 'Manage Case Rollover', 'Manage Email Recipients', 'SIS Sync Audit log Records', and 'Manage Forms'. The main content area is titled 'Additional Member' and contains a search bar for 'Additional Members'. Below the search bar are several form fields: 'Title' (a dropdown menu with '----' selected), 'First Name' (a text input field with the placeholder 'Enter first name'), 'Middle Initial' (a text input field with the placeholder 'Enter middle initial'), 'Last Name' (a text input field with the placeholder 'Enter last name'), 'Residence County' (a dropdown menu with 'Carol Anne' selected), and 'Residence School' (radio buttons for 'Public' and 'Private').

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To edit an Additional Member, click the name of the person listed on the Additional Members page. The account can be edited or inactivated. To delete the Additional Member, click the deleted button to the right of the person listed on the Additional Members page.



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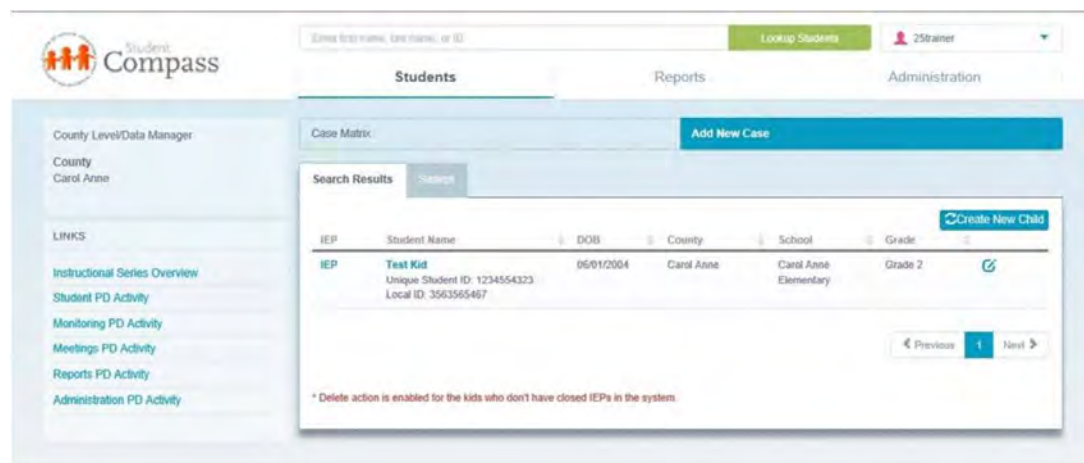


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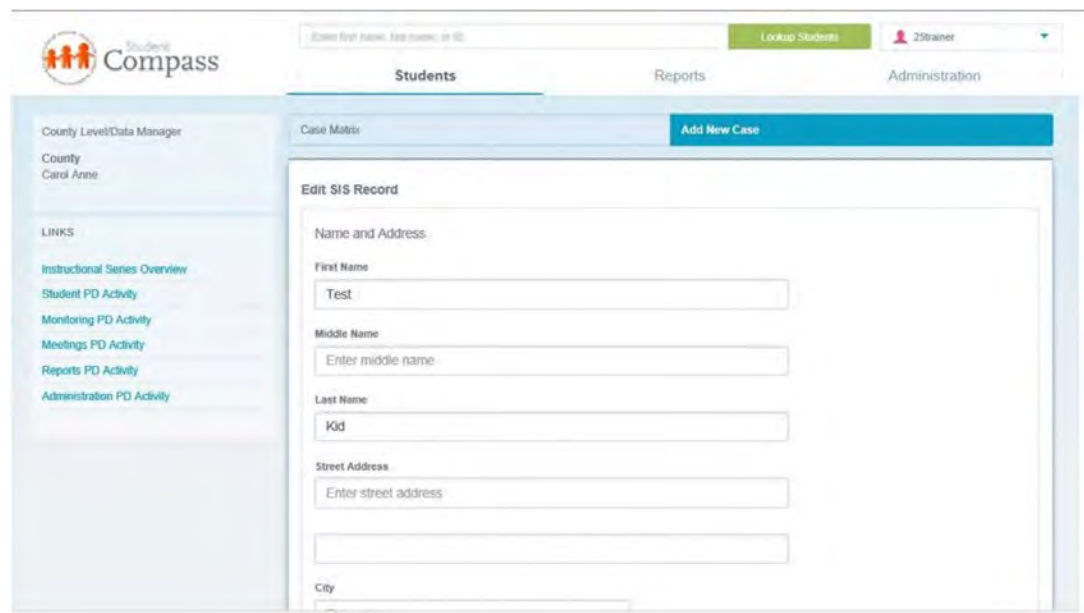
Editing at the Aggregate Level

Note: **School-Based Administrator** and **Teacher** users may only edit a student's Residence and Service County and School in order to transfer a student to another school within the school system or to another school in another school system.
County Level/ Data Manager with Edit Demographics permissions may edit all of a student's demographic information at the Case (IEP) level of the IEP Data base.

To access a student's demographics at the **Aggregate Level**, locate the student and click the **Demographics** button. Click the **Edit Demographics** button.



Depending on the user's access level, some fields may be grayed out or not editable. **Only County Level/Data Manager with Edit Demographics** permission added to the user account will be able to edit more than Resident County and School and Service County and School.



Click the **SAVE** button to save the changes to the student record.

Note: To update demographics from data in the sis_db, choose **Update** button at the top of the **Edit Demographics** screen. A new window will pop up. Choose the **Update** button at the bottom of the pop up

window. Then **Save** the **Edit Demographics** screen.

To update demographics in a draft **Work on Next IEP** or **Amendment**, choose the **Copy Demographic Data** on the *Student and School Information* screen in the IEP and **Save**.



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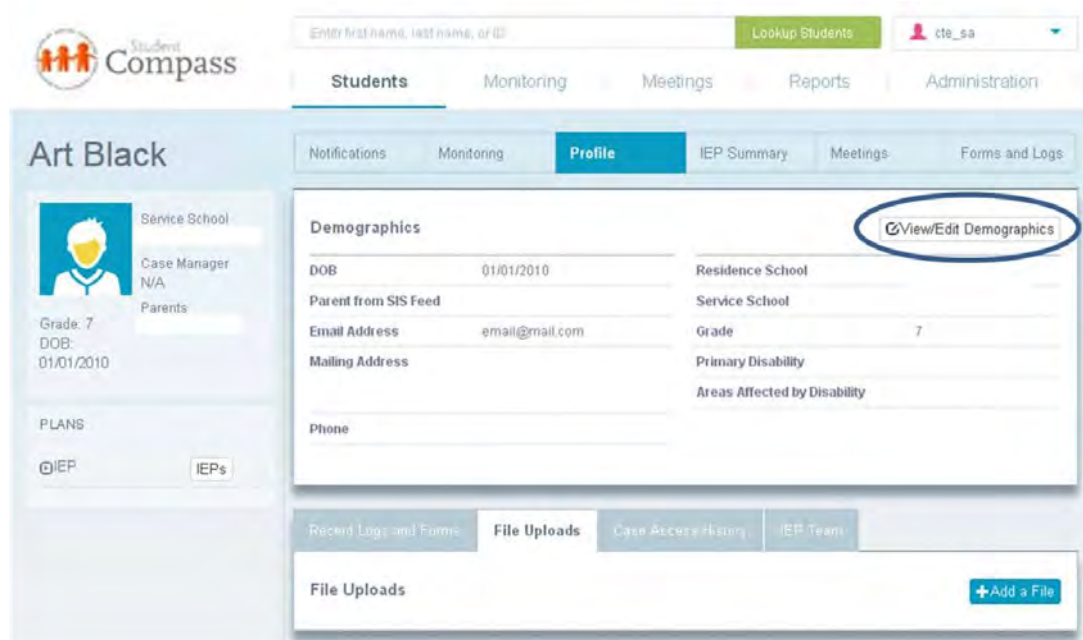


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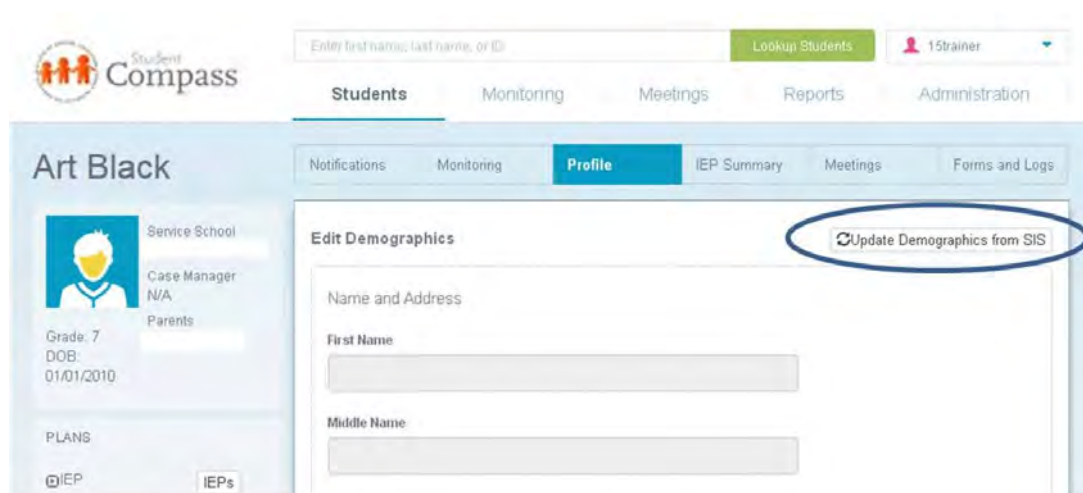
Editing Student Information at the sis_db Level

Note: County Level/ Data Manager with Edit Demographics permission may edit all of a student's demographic information at the sis_db level.

1. To access a student's demographics at the sis_db level, search for the student using **Add New Case**. More information for locating a student at the sis_db level is included in [Add New Case in the User Guide](#).
2. Choose **Edit** to the right of the student's name to access Edit SIS Record page.



3. Edit as needed and click on the **Save** button.



Note: Changes made to the student record at the sis_db do not automatically transfer to the case level (**Edit Demographics** screen) or the draft IEP. Changes must be imported into the **Edit Demographics** screen by using the **Update** button on the **Edit Demographics** screen. Choosing **Copy Demographic Data** button on

the **Student and School Information** screen of the IEP to update the information in the draft document.

Note #2: Changes made to the sis_db of the MD Online IEP **do not** update or change any demographics in the school system's student information system. Contact your local student information system administrator if demographic changes need to be made there.



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Maryland State Department of Education

Maryland Online IEP

MSDE Division of Special Education and Early Intervention Services



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Password Recovery

For password recovery, use the **Forgot Password link** on the login screen of the MD Online IEP or the Single Sign-on Portal.

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Maryland Online IEP

Maryland Online IEP
MSDE Division of Special Education and Early Intervention Services

Username

Password [Forgot your password?](#)

Login

This application was developed and produced by the MSDE, Division of Special Education/Early Intervention Services, in collaboration with the Johns Hopkins University/Center for Technology in Education. IDEA Part B Grant #H0270900035A is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other federal agency and should not be regarded as such. The Division of Special Education/Early Intervention Services received funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

Please read the following confidentiality statement:
 An individual student's IEP developed through this online process constitutes an educational record. Each participating agency and participant or user of the Online IEP shall protect the confidentiality of personally identifiable information in accordance with federal regulations 34 CFR §99, 34 C.F.R. §§ 300.610 through 300.627, and Maryland regulation COMAR 13A.08.02.

MARYLAND STATE DEPARTMENT OF EDUCATION
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IFSP

MSDE ECAS

help

Moving Maryland Forward
 Maryland's Longitudinal Accountability and Decision Support System (LADSS) Single Sign-On Portal

Username

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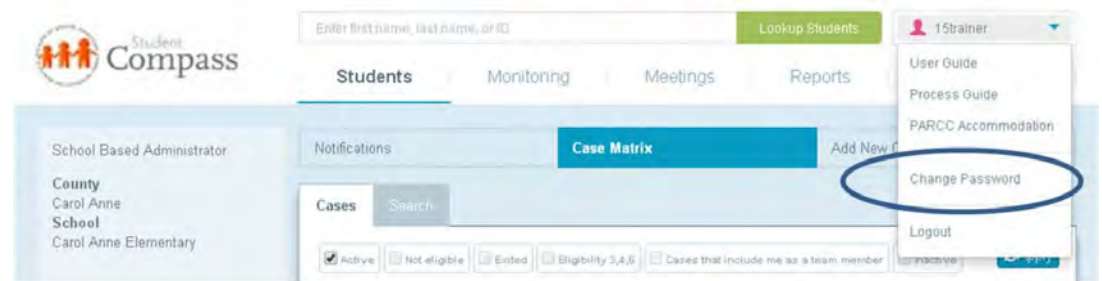
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Password Change

Passwords can be changed by the user with a login to the system to one of their choosing. The **Change Password option** is available from the drop-down menu under the users name in the upper right-hand corner. A **Change Password page** will be displayed to enter the new password.





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IEP Process Questions

Call your designated supervisor if you have questions about the IEP process or refer to the [IEP Process Guide](#).

Process questions should be directed to MSDE.



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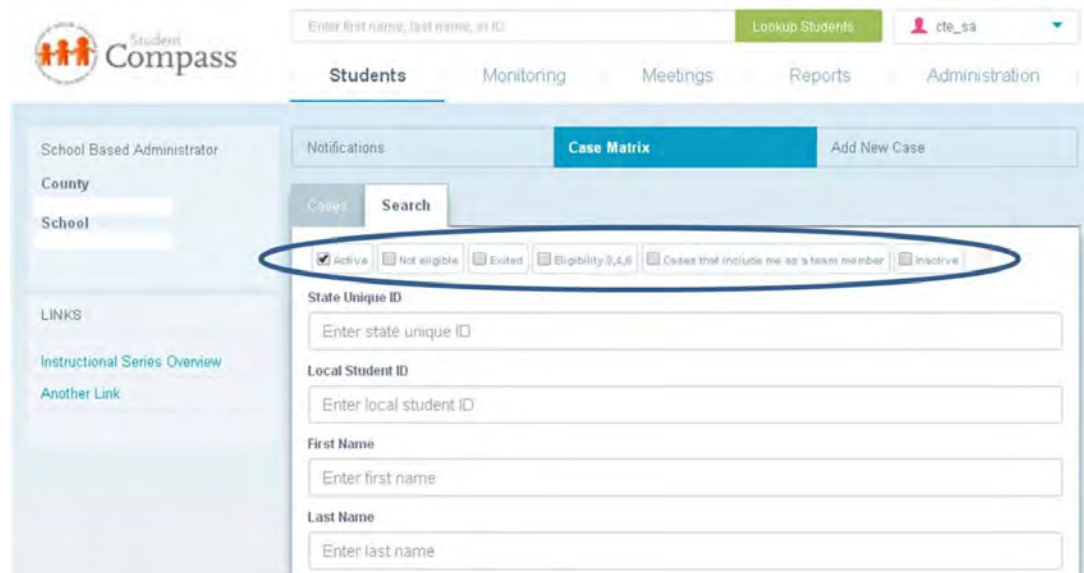
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Search tab

The **Search button** is most commonly used when looking for a student's case. The user will only see students included in the Resident County/School or Service County/School that matches their login account. Be sure to check all search filter boxes at the top of the look up screen to be sure a student's case is not overlooked because the student case was previously **Exited** from special education or **Inactivated**, for example. If the user is sure the student is registered in the local school system listed as Resident County but cannot locate the case, reducing the demographic information filters may assist in finding the student's record. Simple clerical errors or misspellings can limit the correct return of a student's case.





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Student Information System Database (sis_db)

Students new to the MD Online IEP must be added at the case level before an IEP can be developed. Most of the local school systems using the MD Online IEP provide a nightly upload of their student demographic data, also known as the sis_db. Students who need to be added but are not included in a nightly file upload, must be added manually through **Create Child**. For more information regarding **Create Child**, click [here](#).

Add New Case

Note: *Add New Case* is only available to County Level/Data Managers and School Based Administrators.

Add New Case is the same as *Cases* tab in **IEP module** and is detailed in [Starting New or Locating Archived IEP](#) in the **IEP Development** section of this guide.

Add New Case is used when entering a student into the MD Online IEP system for the first time or when creating a new case for a student not currently in the student database.

The screenshot shows the Student Compass interface. At the top, there is a search bar with the text "Enter first name, last name, or ID" and a "Lookup Students" button. Below the search bar are tabs for "Students", "Monitoring", "Meetings", "Reports", and "Administration". The "Students" tab is selected. On the left side, there is a sidebar with "School Based Administrator" and "County" and "School" dropdown menus. Below that are "LINKS" for "Instructional Series Overview" and "Another Link". The main content area has tabs for "Notifications" and "Case Matrix". The "Add New Case" button is circled in blue. Below the tabs is a "Search" section with the text "Search the Student Information System Database" and a note: "(This search returns all students in the SIS database who match the search criteria. Therefore, results may include general education students who do not yet have draft or closed IEPs or Service Plans at the IEP Database Case Level)". There are checkboxes for "Active", "Not eligible", "Exited", "Eligibility 3,4,6", and "Inactive". Below these are input fields for "State Unique ID", "Local Student ID", "First Name", and "Last Name".

1. Click the **Add New Case** tab.
2. Type the criteria for the student and then click on the student's name. This will bring up the **SIS Record** with student demographics from the *Student Information System Database* (sis_db).
3. Click **ADD CASE** to the right of the demographics box to bring the child's record to *Case Level* and ready for IEP development.

Tip: In order to **Create Child** or **Add a Case**, you must first search for the student.



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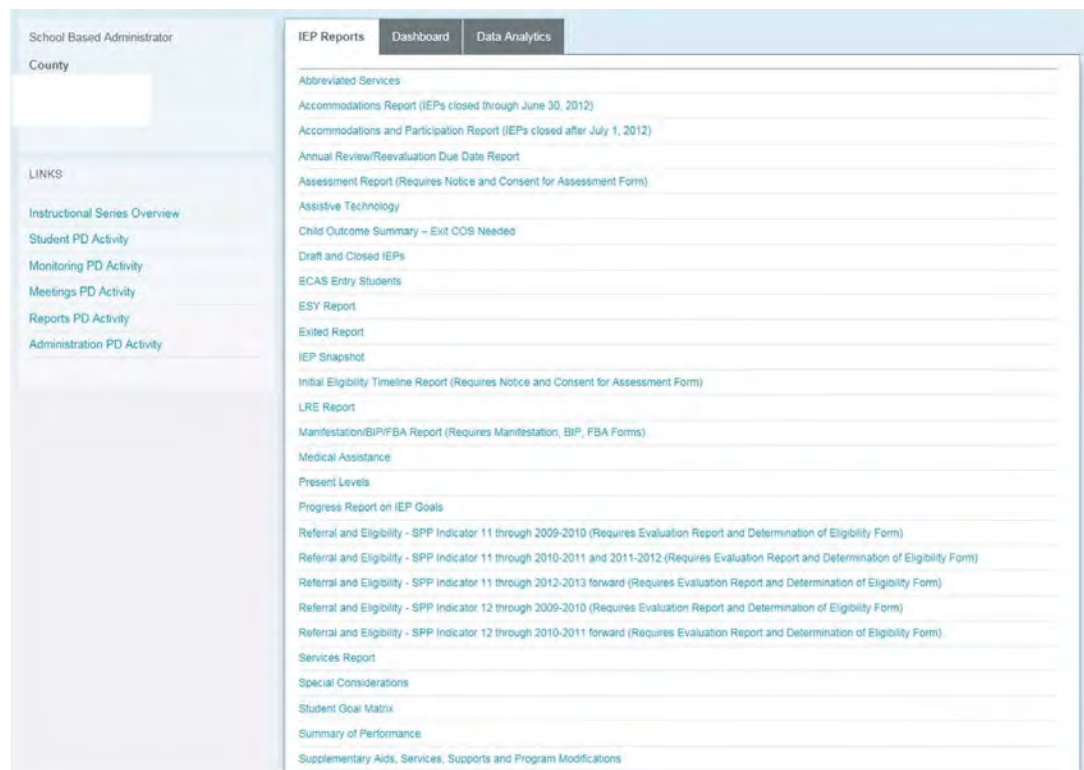
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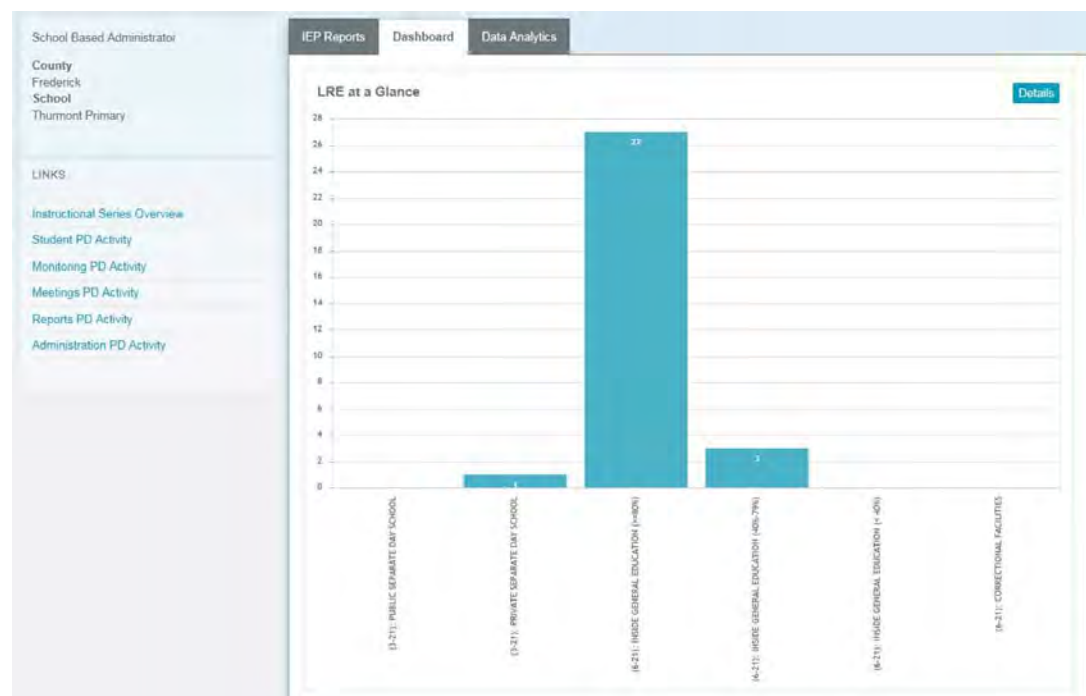
Reports

There are 3 tabs (sections) in the **Reports** section -- **IEP Reports**, **Dashboard**, and **Data Analytics**. The **Dashboard** will open by default to provide an at-a-glance view of important data points. The **Reports** section will list all reports available to the user based on security permissions. The **Data Analytics** section will allow users at the School Based Admin, County and State levels to run individualized reports using the 4-step query process.

1. Predefined reports are under the **IEP Reports** tab. A few examples of these reports are listed below:



2. Important Data Points are displayed on the **Dashboard**.



3. Custom reports can be created based on the selected Metrics and the use of filters and splits in the **Data Analytics** tab. Predefined reports allow quick access to an At Risk and Primary Disability by LRE Report.

1. Pick a Primary Metric

Pick your primary metric to determine the main data dimension you will be looking at. This metric will be the x-axis along your graph as you filter down the resulting dataset.

STATUS	DEMOGRAPHIC	SPECIAL CONSIDERATIONS
ACTIVE	RACE	COMMUNICATION NEEDS
EXIT CATEGORY	GRADE	AT SERVICES
ELIGIBILITY	GENDER	AT DEVICES
PRIMARY DISABILITY		BLIND OR VISUALLY IMPAIRED
MA ELIGIBLE	PLACEMENT	DEAF OR HEARING IMPAIRED
PURSUING	STUDENT RESIDENCE SCHOOL	FBA
	STUDENT SERVICE SCHOOL	BIP
SECONDARY TRANSITION	LRE: SPECIAL ED. PLACEMENT	LIMITED ENGLISH PROFICIENCY
TYPE OF YEAR PLAN	TRANSPORTATION NEEDED	ESY
PROJECTED CATEGORY OF EXIT		

Attendance, Discipline, and State Testing

