

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

Student Information

(Form approved by MSDE for use July 15, 2021)

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 an English Learner: YES NO
Student's native language: _____
Residence County: _____
Residence School: _____
Service County: _____
Service School: _____
Does the student requires a specific accommodation for an emergency evacuation? YES NO
If yes, state the evacuation accommodation(s) here: _____
Which jurisdiction is financially responsible? _____
Is the student currently under the care and custody of a state agency? YES NO
If yes, name of state agency: _____
Does the student require a parent surrogate? YES NO
Parent Surrogate Name: _____ Surrogate Phone: _____

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.

Native Language Translation: Parent informed YES NO N/A Parent requested YES NO

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 (Is this student home schooled? YES NO) 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)

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) a lack of instruction in math? YES NO
- c) a lack of 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)

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

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
- SPEECH OR LANGUAGE IMPAIRMENT
- VISUAL IMPAIRMENT
- DEAF
- EMOTIONAL DISABILITY
- ORTHOPEDIC IMPAIRMENT
- Dyslexia Dysgraphia
- TRAUMATIC BRAIN INJURY
- MULTIPLE DISABILITIES
- DEAF - BLINDNESS
- HEARING IMPAIRMENT
- OTHER HEALTH IMPAIRMENT
- Dyscalculia Other _____
- Cognitive (specify) _____
- Sensory (specify) _____
- Physical (specify) _____

Document basis for decision(s): _____

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

Name: _____

Agency: _____

IEP Team Meeting Date: / /

Initial Eligibility (Student Ages 3-21)

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

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"/> SPEECH OR LANGUAGE IMPAIRMENT | <input type="radio"/> VISUAL IMPAIRMENT |
| <input type="radio"/> DEAF | <input type="radio"/> EMOTIONAL DISABILITY | <input type="radio"/> ORTHOPEDIC IMPAIRMENT | <input type="radio"/> Dyslexia <input type="radio"/> Dysgraphia | <input type="radio"/> TRAUMATIC BRAIN INJURY | <input type="radio"/> MULTIPLE DISABILITIES |
| <input type="radio"/> DEAF - BLINDNESS | <input type="radio"/> HEARING IMPAIRMENT | <input type="radio"/> OTHER HEALTH IMPAIRMENT | <input type="radio"/> Dyscalculia <input type="radio"/> Other _____ | | <input type="radio"/> Cognitive (specify) _____ |
| | | | | | <input type="radio"/> Sensory (specify) _____ |
| | | | | | <input type="radio"/> Physical (specify) _____ |

Document basis for decision(s): _____

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:
- | | |
|--|---|
| <input type="radio"/> Parent repeatedly failed or refused to make the child available | <input type="radio"/> Parent requested delay - Parent and IEP team extend the timeframe by mutual written agreement |
| <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"/> School/facility closure |
| | <input type="radio"/> Inclement weather |
| | <input type="radio"/> Other |
| | <input type="radio"/> Paperwork error |
| | <input type="radio"/> Child not available (not parent failure)/child refusal |
| | <input type="radio"/> Inconclusive testing results |
| | <input type="radio"/> Staffing issues |
| | <input type="radio"/> 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"/> SPEECH OR LANGUAGE IMPAIRMENT | <input type="radio"/> MULTIPLE DISABILITIES |
| <input type="radio"/> DEAF | <input type="radio"/> EMOTIONAL DISABILITY | <input type="radio"/> ORTHOPEDIC IMPAIRMENT | <input type="radio"/> Dyslexia <input type="radio"/> Dysgraphia | <input type="radio"/> TRAUMATIC BRAIN INJURY | <input type="radio"/> Cognitive (specify) _____ |
| <input type="radio"/> DEAF - BLINDNESS | <input type="radio"/> HEARING IMPAIRMENT | <input type="radio"/> OTHER HEALTH IMPAIRMENT | <input type="radio"/> Dyscalculia <input type="radio"/> Other _____ | <input type="radio"/> VISUAL IMPAIRMENT | <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 NOState graduation requirements can be found at www.marylandpublicschools.org.

Record any additional local graduation requirements: _____

PLAN FOR PARTICIPATION IN THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) TO BE ADMINISTERED DURING THE TERM OF THE CURRENT IEP

The student will participate in the **Maryland Comprehensive Assessment Program (MCAP) Assessments** for grades 3 through 8English Language Arts/Literacy YES NO Mathematics YES NO Social Studies (Grade 8 only) YES NOThe student will participate in the **Maryland Comprehensive Assessment Program (MCAP) Assessments** for high schoolEnglish Language Arts/Literacy YES NO Algebra I YES NO Geometry YES NO Algebra II YES NOThe student will participate in the **Maryland Integrated Science Assessment (MISA)** aligned with Next Generation Science Standards (NGSS) in assessed grade - (Grades 5, 8) YES NOThe student will participate in the **High School Maryland Integrated Science Assessment (MISA)** aligned with Next Generation Science Standards (NGSS) in assessed grade YES NOThe student will participate in the Maryland **High School Assessment (HSA)** in assessed course - Government YES NO

Has the IEP team determined that the student should participate in an alternate assessment based on alternate academic achievement standards?

(Complete the required Appendix A of the *Guidance for IEP Teams: Participation Decisions for the Alternate Assessments and Instruction Using Alternate Standards* document annually and file in the student's electronic IEP folder.) YES NODoes the parent consent to the student participating in an **alternate assessment** based on alternate academic achievement standards in assessed grade in

•English Language Arts (Grades 3-8, 11) •Mathematics (Grades 3-8, 11) •Science (Grades 5, 8, 11 only) ?

 YES - Date of written consent: [][] • [][] • [][][][] NO - Date of written refusal: [][] • [][] • [][][][] No response received within 15 business days of the IEP team meeting date

PLAN FOR PARTICIPATION IN INSTRUCTION USING ALTERNATE STANDARDS

Has the IEP team determined that the student will be **instructed using alternate standards**, which, if continued, will result in not earning credits toward a Maryland High School Diploma?(Complete the required Appendix A of the *Guidance for IEP Teams: Participation Decisions for the Alternate Assessments and Instruction Using Alternate Standards* document annually and file in the student's electronic IEP folder.) YES NO

Does the parent consent to the student being instructed using alternate standards?

 YES - Date of written consent: [][] • [][] • [][][][] NO - Date of written refusal: [][] • [][] • [][][][] No response received within 15 business days of the IEP team meeting date

Document basis for assessment decision(s): _____

Student is pursuing a: Maryland High School Diploma Maryland High School Certificate of Program Completion**PLEASE NOTE: 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)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

ENGLISH LANGUAGE PROFICIENCY SUMMARY

Is the student an English Learner? 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 MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) PERFORMANCE SUMMARY

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

Overall Performance	<input type="radio"/> EMERGING <input type="radio"/> APPROACHING <input type="radio"/> DEMONSTRATING <input type="radio"/> OTHER (one or more assessment items not accessible due to disability, resulting in a Not Scorable rating) <input type="radio"/> INCOMPLETE ASSESSMENT (some or all items were not complete)	Domain Level Performance		Score	Range
		Language and Literacy			202-298
		Mathematics			202-298
		Social Foundations			202-298
Overall Score	_____ (Range: 202-298)	Physical Well-Being and Motor Development			202-293

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

as of •• ?

MCAP	Current Scale Score		Last Year's Scale Score		Most Current Proficiency Levels				
	Grade	Scale Score	Grade	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"/>
Algebra I, as applicable					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies (Grade 8)									
MISA	Grade	Scale Score	Grade	Scale Score		Level 2	Level 3	Level 4	Level 5
Science (Grades 5, 8 only)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What was the student's performance on the High School MCAP assessments

as of •• ?

MCAP	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 (Grade 10)			<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 I			<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

What was the student's performance, if applicable, on HSAs as of •• ?

High School Assessments (HSAs)	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
High School MISA					<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, if applicable, on alternate assessments

as of •• ?

DLM	Scale Score	Most Current Proficiency Levels			
		Level 1	Level 2	Level 3	Level 4
English Language Arts		<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"/>
ALT-MISA (DLM)	Scale Score	Emerging	Approaching the Target	Target	Advanced
Science (Grades 5, 8, 11 only)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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): _____

Level of Educational and Functional Performance: (Consider multiple data sources including: individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.) _____

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

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

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

Name: _____

Agency: _____

IEP Team Meeting Date: / /

ACADEMIC _____ Document student's academic achievement and functional performance levels in academic areas, as appropriate.

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

Current Instructional Grade Level Performance: _____

(Consider multiple data sources including: individualized assessment results, classroom based assessments, district assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Instructional Grade Level Performance Trend Data (document the student's rate of growth over the past two years):

School Year	Instructional Grade Level Performance

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

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

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 affects 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 & relationships; (2) acquiring and using knowledge and skills; and (3) using appropriate behaviors 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 style="text-align: center;">HOW DOES THE CHILD...</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 & RELATIONSHIPS</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><i>Choose a rating from the list above:</i> Relative to same age peers - _____</p> <p><i>Only answer if updating the original Strengths and Needs Summary:</i> Has the child shown any new skills or behaviors related to positive social-emotional development and relationships 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><i>Choose a rating from the list above:</i> Relative to same age peers - _____</p> <p><i>Only answer if updating the original Strengths and Needs Summary:</i> 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>USING APPROPRIATE BEHAVIORS 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><i>Choose a rating from the list above:</i> Relative to same age peers - _____</p> <p><i>Only answer if updating the original Strengths and Needs Summary:</i> Has the child shown any new skills or behaviors related to using appropriate behaviors 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 EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 15, 2021)

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.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
<input type="radio"/> The student does not require AT device(s) or AT service(s).	No	No
<input type="radio"/> The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
<input type="radio"/> The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
<input type="radio"/> The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s): _____

Document basis for decision(s) on AT service(s) including implementation of trials: _____

SERVICE FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

Is the student blind or visually impaired? YES NO

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.

Braille Evaluation date: [][]•[][]•[][][][] (MM•DD•YYYY) Is instruction in Braille appropriate? YES NO

In the case of a student who is blind or visually impaired, provide for instruction in Orientation and Mobility (O&M) unless the IEP Team determines, after an assessment of the student's current and future travel needs, that instruction in O&M is not appropriate for the student.

O&M Evaluation date: [][]•[][]•[][][][] (MM•DD•YYYY) Is instruction in O&M appropriate? YES NO

Document basis for decision(s): _____

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

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SERVICE FOR STUDENTS WHO ARE DEAF OR HEARING IMPAIRED

Is the student deaf or hearing impaired? YES NO

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.

Document basis for decision(s): _____

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

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: • •

Has the school based IEP team determined that restraint and/or seclusion may be required as a part of the Behavior Intervention Plan? YES NO

Does the parent consent to the use of restraint as a part of the Behavior Intervention Plan?

YES - Date of written consent: • • NO - Date of written refusal: • •

No response received within 15 business days of the IEP team meeting date

Does the parent consent to the use of seclusion as a part of the Behavior Intervention Plan?

YES - Date of written consent: • • NO - Date of written refusal: • •

No response received within 15 business days of the IEP team meeting date

Document basis for decision(s): _____

SERVICE FOR STUDENTS WHO ARE ENGLISH LEARNERS

In the case of a student who is an English Learner, 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 ASSESSMENT ACCESSIBILITY FEATURES

FEATURES FOR ALL STUDENTS (Available to ALL students, either through the online platform or externally provided)	Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5, 8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
1b. Audio Amplification	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1c. Bookmark (Flag Items for Review)	yes	yes	yes	yes	yes						
1e: Blank Scratch Paper	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1f: Eliminate Answer Choice	yes	yes	yes	yes	yes						yes
1g: General Administration Directions Clarified	yes	yes	yes	yes	yes	yes	yes				yes
1h: General Administration Directions Read Aloud and Repeated as Needed	yes	yes	yes	yes	yes	yes	yes				yes
1i: Highlight Tool	yes	yes	yes	yes	yes	yes		yes	yes	yes	yes
1j: Headphones or Noise Buffers	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1k: Line Reader Mask Tool	yes	yes	yes	yes	yes		yes	yes	yes	yes	yes
1l: Magnification/Enlargement Device	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1m: NotePad	yes	yes	yes	yes	yes			yes			
1n: Pop-up Glossary	yes	yes	yes	yes	yes						
1o: Redirect Student	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1p: Spell Check or External Spell Check Device	yes	yes	yes	yes	yes						
1t: Writing Tools	yes	yes	yes	yes	yes	yes	yes				yes
1u: Graphic Organizer	yes										
1v: Audio materials	yes										yes

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information.

* Consult assessment specific guidelines for detailed information.

Document basis for decision:

Name: _____

Agency: _____

IEP Team Meeting Date: / /

INSTRUCTIONAL AND ASSESSMENT ACCESSIBILITY FEATURES

ACCESSIBILITY FEATURES FOR ALL STUDENTS (Must be identified in advance and documented in the student's Student Registration/Personal Needs Profile [SR/PNP]) Accessibility features MUST be used in instruction to provide adequate time and fairness for the student to be familiar with the tools/devices.	Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5, 8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
1a: Answer Masking	yes	yes	yes	yes	yes	yes	yes				yes
1d: Color Contrast (Background/Font Color)	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1q: Student Reads Content Aloud to Him/Herself	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
1r: Text to Speech for the Mathematics, Science, and Government Assessments (A student's SR/PNP for mathematics may specify text only or text and graphics inclusion orders. Text only inclusion order provides selected sections.)	yes	yes*	yes*	yes*	yes*	yes	yes				yes
1s: Human Reader or Human Signer for the Mathematics, Science, and Government Assessments (entire text or selected sections)	yes	yes*	yes*	yes*	yes*	yes	yes				yes
2a: Small group	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2b: Time of day	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2c: Separate or alternate location	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2d: Specified area or setting	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2e: Adaptive or specialized equipment or furniture	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2f: Frequent breaks	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2g: Reduce distractions to self	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2h: Reduce distractions to others	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2i: Change location within school	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2j: Change location outside school	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
2k: Unique accessibility feature	yes	*	*	*	*	*	*	*	*	*	*

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information.

* Consult assessment specific guidelines for detailed information.

Document basis for decision:

Name: _____

Agency: _____

IEP Team Meeting Date: / /

INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS

PRESENTATION ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (Intended for students with disabilities who have the accommodation documented in an approved IEP or 504 Plan prior to the date of test administration; and who use the accommodation routinely (with rare exceptions) during instruction and locally administered assessments, both before and after the test is administered.)	Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5, 8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
3a: Assistive Technology (Non-Screen Reader)	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
3b: Screen Reader Version (for a student who is blind or visually impaired).	yes	yes	yes	yes	yes						
3c: Refreshable Braille Display with Screen Reader Version for ELA/Literacy	yes	yes	yes	yes	yes						
3d: Hard Copy Braille Edition	yes	yes	yes	yes	yes	yes*		yes			yes
3e: Tactile Graphics	yes	yes	yes	yes	yes		yes				
3f: Large Print Edition	yes	yes	yes	yes	yes		yes	yes	yes*	yes*	yes
3g: Paper-based Edition	yes	yes	yes	yes	yes		yes*	yes	yes	yes	yes
3h: Closed-Captioning of Multimedia Passages	yes	yes	yes	yes	yes						yes
3i: Text to Speech for the ELA/Literacy Assessments, including items, response options, and passages. ¹	yes	yes					yes				
3j: ASL Video for the ELA/Literacy Assessments ¹	yes	yes									
3k: Human reader/Human Signer for ELA ¹	yes	yes					yes*				
3l: ASL Video for the Mathematics, Science, and Government Assessment	yes	yes	yes	yes	yes						
3m: Human Signer for Test Directions	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
3n: Human Reader, including manual control of item audio and repeat item audio (ACCESS only)	yes							yes			
3o: Notes and outlines	yes										
3p: Partner assisted scanning	yes	yes	yes	yes	yes	yes	yes				
3q: Unique presentation accommodations	yes	*	*	*	*	*	*	*	*	*	*

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information.

* Consult assessment specific guidelines for detailed information.

3i¹; 3j¹; 3k¹: Appendix D must be completed.

Document basis for decision:

Name:

Agency:

IEP Team Meeting Date: / /

INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS

RESPONSE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (Intended for students with disabilities who have the accommodation documented in an approved IEP or 504 Plan prior to the date of test administration; and who use the accommodation routinely (with rare exceptions) during instruction and locally administered assessments, both before and after the test is administered.)	Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5, 8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
4a: Assistive Technology	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
4b: Braille Note-Taker	yes	yes	yes	yes	yes			yes			yes*
4c: Braille Writer	yes	yes	yes	yes	yes	yes*	yes*	yes			yes*
4d: Calculation device and mathematics tools (on Calculation Sections of the Mathematics Assessments)	yes	yes		yes			yes*				yes
4e: Calculation device and mathematics tools (on NON Calculation Sections of the Mathematics Assessments)	yes	yes			yes	yes					
4f: ELA/Literacy Selected Response Speech-to-Text	yes	yes									
4g: ELA/Literacy Selected Response Human Scribe	yes	yes					yes				
4h: ELA/Literacy Selected Response Human Signer	yes	yes					yes				
4i: ELA/Literacy Selected Response Assistive Technology Device	yes	yes					yes				
4j: Mathematics, Science, Government Response Speech-to-Text	yes	yes	yes	yes	yes	yes	yes				yes
4k: Mathematics, Science, Government Response Human Scribe	yes	yes	yes	yes	yes	yes	yes				yes
4l: Mathematics, Science, Government Response Human Signer	yes	yes	yes	yes	yes	yes	yes				yes
4m: Mathematics, Science, Government Response Assistive Technology Device	yes	yes	yes	yes	yes	yes	yes				yes
4n: ELA/L Constructed Response Speech-to-Text	yes	yes					yes				yes
4o: ELA/L Response Human Scribe	yes	yes					yes				yes
4p: ELA/L Response Human Signer	yes	yes					yes				yes
4q: ELA/L Constructed Response External Assistive Technology Device	yes	yes					yes				yes
4r: Monitor Test Response	yes	yes	yes	yes	yes	yes	yes	yes*	yes*	yes*	yes
4s: Word Prediction External Device	yes	yes	yes	yes	yes						
4t: Answers Recorded in Test Book	yes	yes	yes								
4u: Recording device	yes										
4v: ACCESS for ELLs Scribe	yes							yes	yes	yes	yes
4w: Unique response accommodations	yes	*	*	*	*	*	*	*	*	*	*

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information.

* Consult assessment specific guidelines for detailed information.

Document basis for decision:

Name: _____

Agency: _____

IEP Team Meeting Date: / /

INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS

TIMING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
 (Intended for students with disabilities who have the accommodation documented in an approved IEP or 504 Plan prior to the date of test administration; and who use the accommodation routinely (with rare exceptions) during instruction and locally administered assessments, both before and after the test is administered.)

	Instruction	MCAP	HSA Government	HSA MISA	MISA (Grades 5, 8)	Alt-MISA (DLM)	ELA and Mathematics DLM	ACCESS for ELLs	Kindergarten ACCESS for ELLs	Alt-ACCESS for ELLs	NAEP
5a: Extended Time <input type="radio"/> 1.5x <input type="radio"/> 2x <input type="radio"/> Other: _____	yes	yes	yes	yes	yes			yes*			yes
5b: Unique timing and scheduling accommodations	yes	*	*	*	*	*	*	*	*	*	*

This reflects allowable features and accommodations in our current testing programs. Please check your Test Administrators' Manual for the most up to date information.

* Consult assessment specific guidelines for detailed information.

Document basis for decision:

IEP Planning for Emergency Conditions:

Can instructional and assessment accommodations be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to existing instructional and assessment accommodations: _____

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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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) Ⓟ = Primary, ○ = Other	
<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"/> Orientation & Mobility Specialist <input type="radio"/> Speech/Language Pathologist <input type="radio"/> Teacher of the Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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

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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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

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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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

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"/> Staff training <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="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 Deaf and Hard of Hearing <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 Teacher <input type="radio"/> <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> <input type="radio"/> General Education Teacher <input type="radio"/> <input type="radio"/> Career & Technology Teacher <input type="radio"/> <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> <input type="radio"/> School Social Worker <input type="radio"/> <input type="radio"/> Recreational Therapist <input type="radio"/> <input type="radio"/> 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

Identify area(s) of the IEP supported by the training/consultation:

- Goal(s) and objectives (evidence based interventions and strategies)
- Accommodations
- Supplementary Aids, Services, Program Modifications and Supports
- Special Education/Related Services

Clarify topic(s), participant(s), location, and manner: _____

Documentation to Support Decision: _____

IEP Planning for Emergency Conditions:

Can supplementary aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to existing supplementary aids, services, program modifications and supports: _____

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)

At exit the student will receive a Maryland Summary of Performance (MSOP) that includes academic achievement, functional performance, accommodations, and progress on postsecondary goals.

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 §8-412.1, 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 progression from school to postsecondary activities.

ACADEMIC: _____

Responsible Party: _____

IEP Planning for Emergency Conditions:

Can this secondary transition activity be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this secondary transition activity: _____

Progress Report 1 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 2 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 3 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 4 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____

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 progression from school to postsecondary activities.

EMPLOYMENT TRAINING:

Responsible Party: _____

IEP Planning for Emergency Conditions:

Can this secondary transition activity be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this secondary transition activity: _____

Progress Report 1 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Training Involved: <input type="radio"/> Career Exploration <input type="radio"/> Unpaid Work Experience <input type="radio"/> Paid Work Experience Description of Progress: _____
Progress Report 2 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Training Involved: <input type="radio"/> Career Exploration <input type="radio"/> Unpaid Work Experience <input type="radio"/> Paid Work Experience Description of Progress: _____
Progress Report 3 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Training Involved: <input type="radio"/> Career Exploration <input type="radio"/> Unpaid Work Experience <input type="radio"/> Paid Work Experience Description of Progress: _____
Progress Report 4 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Training Involved: <input type="radio"/> Career Exploration <input type="radio"/> Unpaid Work Experience <input type="radio"/> Paid Work Experience Description of Progress: _____

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 progression from school to postsecondary activities.

ACTIVITIES OF DAILY LIVING: _____

Responsible Party: _____

IEP Planning for Emergency Conditions:

Can this secondary transition activity be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this secondary transition activity: _____

Progress Report 1 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 2 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 3 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 4 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____

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 progression from school to postsecondary activities.

INDEPENDENT LIVING: _____

Responsible Party: _____

IEP Planning for Emergency Conditions:

Can this secondary transition activity be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this secondary transition activity: _____

Progress Report 1 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 2 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 3 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 4 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____

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 progression from school to postsecondary activities.

TRANSPORTATION: _____

Responsible Party: _____

IEP Planning for Emergency Conditions:

Can this secondary transition activity be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this secondary transition activity: _____

Progress Report 1 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 2 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 3 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____
Progress Report 4 Date _____	Progress: <input type="radio"/> Completed <input type="radio"/> Partially Completed <input type="radio"/> Not Yet Initiated <input type="radio"/> Not Completed (Reason: <input type="radio"/> Family Choice <input type="radio"/> Student Choice <input type="radio"/> Student's Schedule <input type="radio"/> Other: _____) Description of Progress: _____

Name: _____

Agency: _____

IEP Team Meeting Date: / /

TRANSITION AGENCY LINKAGE

AGENCY LINKAGE:

Annual date student and parent were provided a copy of the *Maryland Transition Planning Guide for Individuals with Disabilities* • • (MM•DD•YYYY)

Adult Service Agency	Anticipated Services for Transition:	Signed Consent for Communication:	Signed Consent for Referral / Student referred by the LSS to:	Signed Consent to invite Agency Representative(s) to IEP Team meeting:	Agency Representative(s) invited to the IEP Team meeting:
Division of Rehabilitation Services (DORS) <input type="checkbox"/> Receiving Pre-Employment Transition Services	<input type="radio"/> Yes, Vocational Rehabilitation (VR) <input type="radio"/> No	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	<input type="radio"/> Yes: Consent Date _____ Referral Date _____ <input type="radio"/> No: (select reason from options below)	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	<input type="radio"/> Yes: Date _____ <input type="radio"/> No <input type="radio"/> N/A: (select reason from options below)
Developmental Disabilities Administration (DDA)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	Agency does Not have a referral process	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	<input type="radio"/> Yes: Date _____ <input type="radio"/> No <input type="radio"/> N/A: (select reason from options below)
Behavioral Health Administration (BHA)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	Agency does Not have a referral process	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	<input type="radio"/> Yes: Date _____ <input type="radio"/> No <input type="radio"/> N/A: (select reason from options below)
Division of Workforce Development & Adult Learning Maryland Department of Labor (MDL)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	Agency does Not have a referral process	<input type="radio"/> Yes: Date _____ <input type="radio"/> No: (select reason from options below)	<input type="radio"/> Yes: Date _____ <input type="radio"/> No <input type="radio"/> N/A: (select reason from options below)
Reasons for Decisions	<p>Yes: Student meets the initial eligibility criteria for the agency published in the <i>Maryland Transition Planning Guide for Individuals with Disabilities</i></p> <p>No: Student does not meet the initial eligibility criteria for the agency published in the <i>Maryland Transition Planning Guide for Individuals with Disabilities</i> (select reason Services are not anticipated for this student for all remaining columns for the agency)</p>	<p>Yes: Consent to communicate with agency signed on _____ (date).</p> <p>No: (reasons) 1. Services are not anticipated for this student 2. Student is not the correct age/grade to refer to DORS (DORS only) 3. Student is not interested in agency services at this time 4. Parent(s)/Student did not return the Consent for Communication/Referral form, so referral was not made 5. Parent(s)/Student did not give consent on the Consent for Communication/Referral form 6. Parent(s)/Student have chosen to self-refer to DORS (DORS only) 7. Other: _____ (document reason)</p>	<p>Yes: Consent for Referral signed on _____ (date) and Student was referred to DORS on _____ (date)</p> <p>No: (reasons) 1. Services are not anticipated for this student 2. Student is not the correct age/grade to refer to DORS 3. Student is not interested in DORS services at this time 4. Parent(s)/Student did not return the Consent for Communication/Referral form, so referral was not made 5. Parent(s)/Student did not give consent on the Consent for Communication/Referral form 6. Parent(s)/Student have chosen to self-refer 7. Other: _____ (document reason)</p>	<p>Yes: Signed Consent to invite Agency Representative to IEP Team meeting signed on _____ (date)</p> <p>No: (reasons) 1. Services are not anticipated for this student 2. Student is not the correct age/grade to invite Agency Representative (DORS, BHA, MDL only) 3. Parent(s)/Student did not return the Consent form 4. Parent(s)/Student did not give consent for the Agency Representative to be invited to the meeting 5. Other: _____ (document reason)</p>	<p>Yes: Representative invited to the IEP Team meeting and listed on the meeting notice dated _____ (date)</p> <p>No: LSS did not invite the Agency Representative</p> <p>N/A: (reasons) 1. Services are not anticipated for this student 2. Student is not the correct age/grade to invite Agency Representative (DORS, BHA, MDL only) 3. Parent(s)/Student did not return the Consent form 4. Parent(s)/Student did not want the DORS Representative invited to the meeting (DORS only) 5. Parent(s)/Student did not give consent for the Agency Representative to be invited to the meeting 6. Other: _____ (document reason)</p>

Additional discussion: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

GOAL _____	
Goal (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____	
Timeframe: by <input type="text"/> <input type="text"/> • <input type="text"/> <input type="text"/> • <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (MM•DD•YYYY)	
Method of Measurement (Select all that apply): <input type="checkbox"/> INFORMAL PROCEDURES - (Tool/Method Used) _____ <input type="checkbox"/> CLASSROOM-BASED ASSESSMENT - (Tool/Method Used) _____	
<input type="checkbox"/> OBSERVATION RECORD <input type="checkbox"/> STANDARDIZED ASSESSMENT - (Tool/Method Used) _____ <input type="checkbox"/> PORTFOLIO ASSESSMENT <input type="checkbox"/> OTHER _____	
Criteria (Mastery and Retention): With _____ <input type="checkbox"/> % Accuracy <input type="checkbox"/> % decrease <input type="checkbox"/> ___ out of ___ trials <input type="checkbox"/> % increase <input type="checkbox"/> other _____	
ESY goal? <input type="radio"/> YES <input type="radio"/> NO	
IEP Planning for Emergency Conditions: Can this goal be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days? <input type="radio"/> YES <input type="radio"/> NO If no, describe the changes needed to this goal: _____	
Objective 1 (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____	
Objective 2 (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____	
Objective 3 (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____	
Objective 4 (include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria): _____	
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 (IEP team needs to meet to address insufficient progress) <input type="radio"/> Not yet introduced 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 (IEP team needs to meet to address insufficient progress) <input type="radio"/> Not yet introduced 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 (IEP team needs to meet to address insufficient progress) <input type="radio"/> Not yet introduced 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 (IEP team needs to meet to address insufficient progress) <input type="radio"/> Not yet introduced Description of Progress: _____
How will the parent be notified of the student's progress toward the IEP goals? _____	
How often? <input type="checkbox"/> WEEKLY <input type="checkbox"/> BI-WEEKLY <input type="checkbox"/> MONTHLY <input type="checkbox"/> INTERIM <input type="checkbox"/> QUARTERLY <input type="checkbox"/> END OF MARKING PERIOD <input type="checkbox"/> OTHER _____	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Name: _____

Agency: _____

IEP Team Meeting Date: / /

SERVICES

SPECIAL EDUCATION SERVICES

Service Nature	Location	Service Description			Begin Date	End Date	Provider(s) (P) = Primary, (O) = 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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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) (P) = Primary, (O) = 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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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: _____

IEP Planning for Emergency Conditions: Can this service/ESY service be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this service/ESY service: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Name: _____

Agency: _____

IEP Team Meeting Date: ____/____/____

SERVICES

RELATED SERVICES

Service Nature	Location	Service Description			Begin Date	End Date	Provider(s) (P = Primary, O = 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"/> 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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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.

Transportation

ESY Service Nature	ESY Location	ESY Service Description			ESY Begin Date	ESY End Date	ESY Provider(s) (P = Primary, O = 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"/> 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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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.

Transportation

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

IEP Planning for Emergency Conditions: Can this service/ESY service be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this service/ESY service: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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 Deaf and Hard of Hearing <input type="radio"/> Teacher of the Visually Impaired <input type="radio"/> Occupational Therapist <input type="radio"/> Pupil Personnel Worker <input type="radio"/> Physical Education Teacher <input type="radio"/> Rehabilitation Services Staff <input type="radio"/> General Education Teacher <input type="radio"/> Career & Technology Teacher <input type="radio"/> Department of Social Services (DSS) <input type="radio"/> Behavioral Health Administration (BHA) <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"/> School Counselor <input type="radio"/> School Social Worker <input type="radio"/> Recreational Therapist <input type="radio"/> 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: _____

IEP Planning for Emergency Conditions: Can this service/ESY service be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days?

YES NO If no, describe the changes needed to this service/ESY service: _____

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 (Preschool Age 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 (School Age K-21):

{ Total time in school week: ____ hrs. ____ minutes/week } - { Total time outside of General Education: ____ hrs. ____ minutes/week } = { Total time in General Education: ____ hrs. ____ minutes/week }

- Average ____ %/day
- 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

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.

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 (MDH), 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:
