

IEP Basics



www.PPMD.org



Presenters



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Objectives for today:

- Share information about PPMD
- Share a brief history of Special Education
- Review IEP basics
- Discuss parent roles and meeting strategies



PPMD Mission

Our mission is to empower families as advocates and partners in improving education and health outcomes for children with disabilities and special healthcare needs with a commitment to diversity and equity.



Who is PPMD?

- Maryland's Special Education & Health Information Center
- Established in 1990
- Governed by parents
- Our team is made up of 100% parents of children with disabilities and special health care needs



PPMD Services

- One-on-one assistance to families
- Resource sharing
- Leadership Training
- Military Outreach



PPMD helps families...

- Better understand their children's disabilities, education, and health care needs
- Communicate more effectively with schools, doctors, related professionals, and agencies
- Understand their rights & responsibilities under special education law and regulations
- Understand their rights & benefits in health care systems
- Obtain appropriate services for their children
- Resolve disagreements with the school or other agencies
- Connect with other community resources



My Why





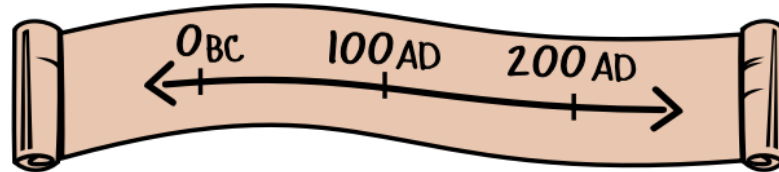
Brief History of Special Education

(VERY) Brief Timeline

- 1975 – The Education for All Handicapped Children Act
- 1986 - The Education of the Handicapped Act Amendments
- 1990 - The Individuals with Disabilities Education Act

Brief Timeline Continued

- 1997 - The Individuals with Disabilities Education Act Amendments
- 2004 - The Individuals with Disabilities Education Improvement Act



Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

The Purpose of I.D.E.A

“Ensure that all children with disabilities have available to them a free, appropriate public education (**FAPE**) that is designed to meet their **UNIQUE** needs and prepare them for post-secondary education, employment, and independent living”

[§ 300.1(a)]



Maryland's Special Education

COMAR – Code of Maryland Regulations

Individualized education program, or IEP, means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324.



- 34 C.F.R. §300.22

Side-by-Side Comparison

	Section 504	IDEA
Funding?	No	Federal & State
Eligibility Determination	General disability definition	Disability categories & need for special education and related services
Evaluations	Initial & "periodic"	Initial & triannual
FAPE	Needs met as adequately as those without disabilities	Individualized educational program from which child receives educational benefit
Plan	504 Plan	IEP in writing
Enforcement	Office for Civil Rights	State Education Agency

You are the Expert....

“You are her mom you know her best”

You Are **HIGHLY QUALIFIED**

As a parent, you are included at every step because:

- The law gives you this right.
- Only you have an in-depth, long-term, daily relationship with your child.
- You are the only permanent member of the special education team.
- Research and experience show that special education is more effective when parents are involved.



The Role of Parents in Special Education

- Parents are entitled to be members of the team that develops, reviews, and revises the individualized education program (IEP) for their child.
- If neither parent can attend the IEP meeting, the school must use other methods to ensure their participation, including individual or conference calls.
- Parents are entitled to be members of any group that makes placement decisions for their child.
- If neither parent can attend the meeting where placement is decided, the school must use other methods to ensure their participation, including individual or conference calls, or video conferencing.

<http://www.parentcenterhub.org/qa2/>

The Role of Parents in Special Education

Parental rights of participation can be summarized as follows:

- Parents have the right to participate in meetings related to the evaluation, identification, and educational placement of their child.
- Parents have the right to participate in meetings related to the provision of a free appropriate public education (FAPE) to their child.
- Parents are entitled to be members of any group that decides whether their child is a “child with a disability” and meets eligibility criteria for special education and related services.

<http://www.parentcenterhub.org/qa2/>

Failing to prepare is preparing to fail.

~John Wooden, UCLA basketball coach



Prepare for
Success

Individualized Education Program:

*What Parents
Need to Know*



Where to Begin.....

Notice of Individualized Education Program (IEP) Team Meeting

Date of Notice: _____

Date(s) of additional _____
contact(s): _____

To the Parent(s)/Guardian(s) of _____:

The IEP team would like to invite you to participate as a partner at an IEP Team meeting to discuss your child's educational program at _____ (time) on _____ (date) at _____ (location).

Your attendance at this meeting is encouraged. You are entitled, by state law, to notification 10-days prior to any IEP team meeting. You are also entitled to notification in your native language.

The purpose of this meeting is to:

<input type="checkbox"/> review existing information to determine the need for additional data.	<input type="checkbox"/> conduct a manifestation determination.
<input type="checkbox"/> review written referral and/or existing data and information, and, if appropriate, determine eligibility for special education services.	<input type="checkbox"/> address functional behavioral assessment and/or behavioral intervention plan.
<input type="checkbox"/> develop the IEP.	<input type="checkbox"/> consider Extended School Year services.
<input type="checkbox"/> review and, if appropriate, revise the IEP.	<input type="checkbox"/> consider postsecondary goals and transition services.
<input type="checkbox"/> consider reevaluation to determine need for additional data, determine services and/or determine continued eligibility.	<input type="checkbox"/> consider transition from the Infants and Toddlers Program to Preschool Special Education
	<input type="checkbox"/> Other: _____

The following agency and/or school personnel are expected to attend:

If you wish, you may invite others who have knowledge or special expertise regarding your child to attend this meeting with you.

Required Components of an IEP

- Present Levels
- Annual Goals
- Measuring and Reporting Progress
- Special Education and Related Services
- Supplementary Aids and Services
- Program Modifications or Supports for School Personnel
- Participation with nondisabled peers
- Accommodations in Assessment
- Service Delivery
- Transition Planning
- Age of Majority

Present Levels of Academic Achievement and Functional Performance



- The foundation of the IEP
- Describes a student's strengths in relation to the standards
- It “drives” the remainder of the IEP

Timelines

- Initial Evaluation: 60 days from parental consent, & **90 days from the date of the written referral**
- Reevaluation – 90 days from permission



COMAR 13A.055.01.06.A(1)(a) &
(b) and 13A.05.01.06.E(1)

IEP Teams



Before the Meeting

- Think about the goals you have for your child's future.
- Make a list of what your child can do, likes to do, and needs to learn.
- Make a list of types of help your child needs, including what has worked or not worked before.
- Talk with your child about the IEP/504 process and what they want from it.
- Request written updates from all private service providers.

Before the Meeting

- Confirm who will attend the meeting and their roles.
- Make your own notes about what you would like to discuss.
- Prioritize the key issues to discuss.
- Make copies of any documents the school does not have that you want to discuss. Send them before the meeting and ask that the Team “consider” the information in the report.

If you're prepared, then you're able to feel confident.

-Richard J. Ringer

Getting Ready for the Meeting

- Let the school know in advance if you will need an interpreter or if you need to change the meeting day or time.
- Look over your child's school records and evaluations. **Read them carefully! Remember the 5 Day Rule!**
- Ask a friend, another parent (or an advocate) to attend the meeting with you. Let the school know if you have invited someone, and ask who the school is sending to the meeting.

What is the 5 day rule?

Since July 1, 2019, Maryland enacted a law that helps parents prepare for and participate in their child's Individualized Education Plan (IEP) meetings. **Schools must provide parents a copy of any "assessment, report, data chart, draft IEP or any other document that the team plans to discuss at least 5 business days before the scheduled meeting."**

**DON'T
FORGET**

What to Bring to the Meeting

- Binder or IEP portfolio
- Organize binder by sections with tabs
 - ✓ Assessments/evaluations
 - ✓ Old IEPs/504s and current IEP/504
 - ✓ Writing samples/homework samples you want to discuss
 - ✓ Medical reports
- Be sure to provide new reports to the team ahead of time – should be no surprises for the team.
- Prepare your **PARENT INPUT**

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 1, 2019)

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?

Parental Input!!!

During the IEP Meeting

- Find out how your child will participate in the regular classroom, non-academic activities with peers, and assessments.
- Ask for interpretation of test results and clarification of new terms or programs.
- Get answers to ALL of your questions.
- Take notes and consider recording the meeting.

During the IEP Meeting

- You are part of the team (it shouldn't be you against them).
- Believe in yourself.
- Refer to your notes during the meeting to make sure your concerns are addressed
- Watch your emotions. Ask for a break if you need to calm yourself.

After the Meeting

- **Thank the IEP team!**
- Send an email to everyone summarizing the meeting goals and listing the people assigned to specific tasks.
- Stay in contact with teachers.
- Monitor your child's progress.
- Ask teachers what you can do to help reinforce skills at home.

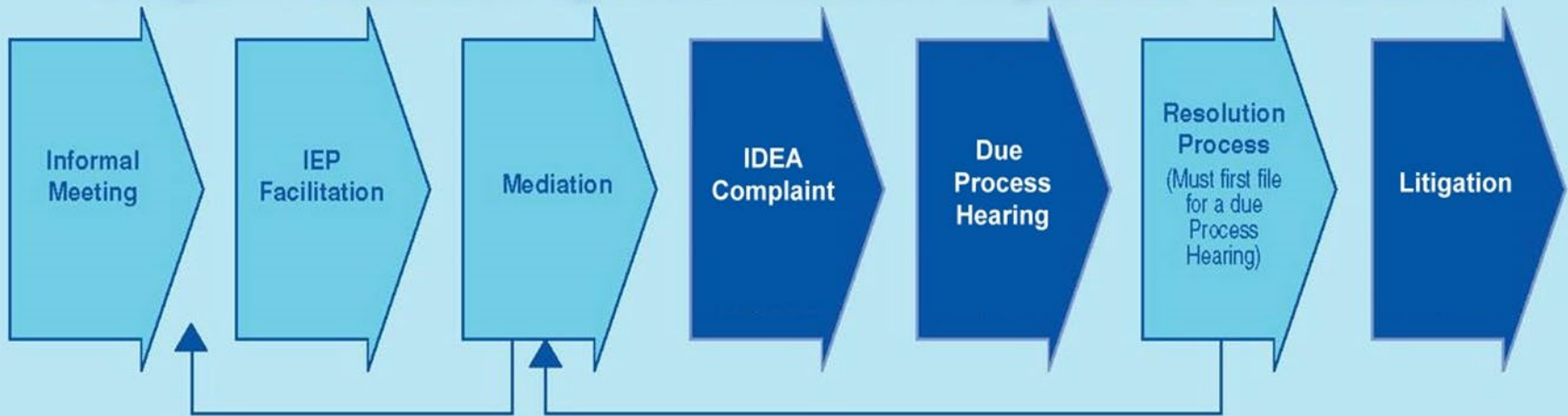
What do I need to know about ELIGIBILITY?

If you disagree with the decision:

- Do it in writing
- Call The Parents' Place of Maryland!!
- Request an Independent Educational Evaluation
- Educate yourself about dispute resolution options



Dispute resolution options available to parents and schools



Choosing the **light blue** options gives parents and schools more control over the outcome.

Advocating Tips



Key Advocacy Statements/Questions

1. I don't understand.
2. What does this look like in the classroom?
3. What are we going to do differently?
4. How are we going to measure progress?
5. What is the expectation?



Tips and Strategies

- “Why?”
- Help me understand?
- “Don’t take no for an answer”
- “Show me where it is written”

More Tips and Strategies

Document!

Document!

Document!

Resources

- <https://www.ppmd.org/wp-content/uploads/2021/03/Data-Collection-TIES-SPED-3.2021.pdf>
- <https://www.ppmd.org/wp-content/uploads/2021/01/Alphabet-Soup-SPED-1.2021-1.pdf>
- <https://www.understood.org/articles/en/how-to-organize-your-childs-iep-binder>



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Evaluation

Please complete an evaluation based on today's session.

<https://www.tfaforms.com/5088360>





The Parents' Place of Maryland



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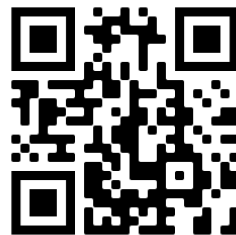


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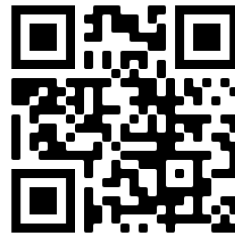


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Thank you!

