



The IEP Meeting

IEP Basics



Presenter



Marlo Denise Lemon
Co-Deputy Director of Training
& Strategic Partnerships

Objectives for today



- Share information about PPMD
- Review IEP basics
- Share before, during and after meeting strategies
- Discuss parent roles and meeting strategies





The Parents' Place of MD



Our Mission

Our mission at The Parents' Place of Maryland (PPMD) is to empower families as advocates and partners in improving education and health outcomes for ALL children with disabilities and special healthcare needs.



PPMD's information, resources, and trainings can be made available in languages other than English, including sign language upon request. Please contact us regarding your translation and interpretation needs.



Big Announcement!!

Our Expanded Services Include



Statewide Family Peer
Support Services for families
across the lifespan who may
have challenges with mental
health, substance use and
problem gambling

Who is PPMD?

- Maryland's Special Education, Health, & Behavioral Health Information Center
- Established in 1990
- Governed by parents
- Our team is fully made up of parents and family members of children with disabilities, special healthcare, and behavioral health needs



Our Services

- One-on-one assistance to families
- Peer Support for Disabilities, Special Healthcare Needs, Substance Use, Mental health, Problem Gambling
- Resource sharing
- Topical trainings
- Leadership trainings
- Military outreach



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We help families...

- Better understand their children's disabilities, education, healthcare & behavioral health needs
- Communicate more effectively with teams
- Understand their rights and responsibilities under special education law
- Understand their rights and benefits in behavioral and healthcare systems
- Obtain services for their loved ones
- Resolve disagreements with the school or other agencies
- Connect with other community resources



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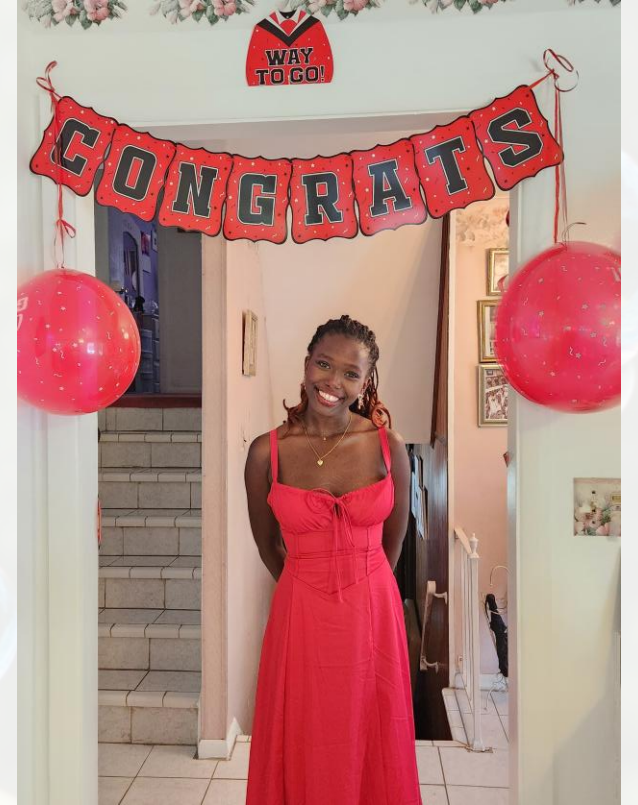
My Why-You Can Do It



Class of 2023



Class of 2026



Class of 2024



What Does the Law Say?



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



IDEA & Section 504

Schools have certain overlapping responsibilities under Section 504 and Part B of the IDEA, which is a Federal law that makes special education and related services available to children who are eligible for FAPE as defined by the IDEA...

Students with disabilities who are eligible under the IDEA **also have rights under Section 504**, and OCR enforces the Section 504 rights, including the Section 504 FAPE rights, of IDEA-eligible students enrolled in elementary or secondary school.

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

U.S. Department of Education Office for Civil Rights



504



Any disability



Provides accommodations to the child's environment NOT the curriculum



Follows student throughout their life



Process, forms, and structure differs per state and school



Legal documents



Level the educational playing field



No cost to parents

IEP



One or more of the 13 disabilities listed in IDEA



Provides accommodations to the environment and may include modifications to curriculum



Follows student throughout school



Strict rules and processes EVERY school has to follow



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.

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



DID YOU KNOW?

- Parents may request to have an IEP meeting.
- Parents are encouraged to share all of their concerns at the IEP meeting.
- Parents are an important member of the IEP team. They are the only permanent member of a child's IEP team.

- Schools are required to have an IEP meeting at least annually, but may meet more frequently.
- Evaluations are required every 3 years but may be done before then.
- IEPs are about more than academics. All needs that a child has in the school environment should be included in the IEP.



Failing to prepare is preparing to fail.

~John Wooden, UCLA basketball coach



Prepare for
Success

Special Education

Individualized Education Program

*What Parents
Need to Know*



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

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:

- ☐ review existing information to determine the need for additional data.
- ☐ review written referral and/or existing data and information, and, if appropriate, determine eligibility for special education services.
- ☐ develop the IEP.
- ☐ review and, if appropriate, revise the IEP.
- ☐ consider reevaluation to determine need for additional data, determine services and/or determine continued eligibility.

- ☐ conduct a manifestation determination.
- ☐ address functional behavioral assessment and/or behavioral intervention plan.
- ☐ consider Extended School Year services.
- ☐ consider postsecondary goals and transition services.
- ☐ consider transition from the Infants and Toddlers Program to Preschool Special Education
- ☐ 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.

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."**



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.

Prior Written Notice

Prior Written Notice is one right for parents under IDEA. When a child receives special education services, this law says that schools must notify parents in writing before taking a specific action or refusing to take an action that parents have requested.

34 CFR Section 300.503

Prior Written Notice

Prior Written Notice Must Include the following:

1. A description of what the school is proposing or refusing to do;
2. An explanation of why the school proposes or refuses to take action;
3. A description of any other options the school considered and the reasons why those options were rejected;
4. A description of each evaluation procedure, test, record, or report the school used as a basis for this decision;
5. Information/resources for parents to contact for help understanding IDEA and procedural safeguards

Preparing for an IEP Meeting: Parent Meeting Worksheet

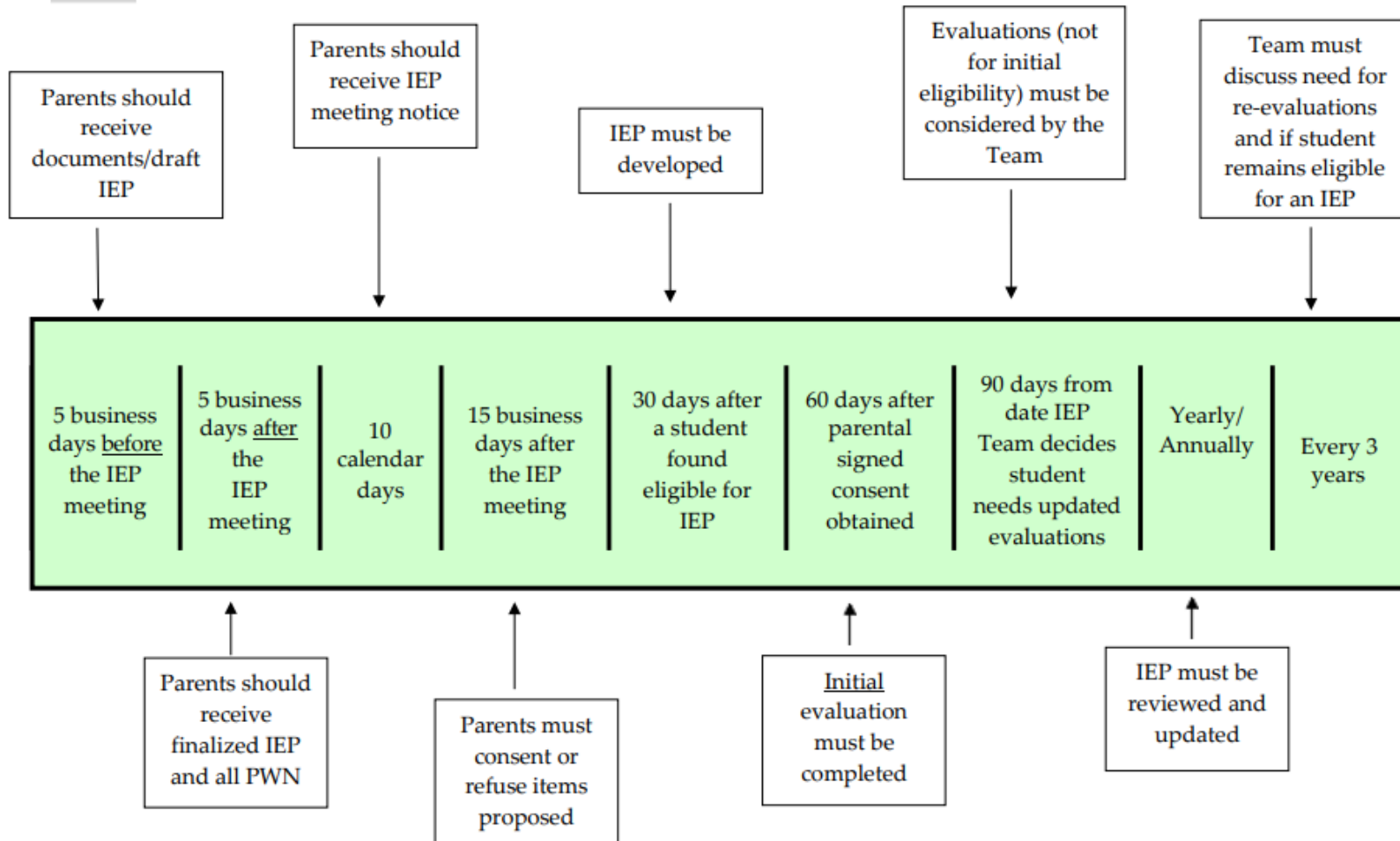
Preparing for IEP (Individualized Education Program) Meetings can be overwhelming. One tool you can use to help you prepare for the meeting is our Parent Meeting Worksheet. The Worksheet will help you make sure all of your concerns are talked about, and helps you to explain the reason behind your concerns. It also has a column for you to write down the replies, and most importantly the reason if request is denied, to your requests/concerns. At the end of the meeting, you can review the decisions with the IEP Team to make sure that there are no misunderstandings about decisions that were made.

Request or Concern	Data or Observation	Reply and Reason

Request or Concern	Data or Observation	Reply and Reason

Request or Concern	Data or Observation	Reply and Reason

Maryland IEP Timelines



[MSDE Parent Notice of Procedural Safeguards, revised March 2019](#)

Advocating Tips



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!

Join us for Coffee and Conversations!

Join our virtual groups to share ideas, share frustrations, get resources, and make new friends!

- Families of children ages Birth-Kindergarten
- Families of children in Elementary School
- Families of children in Middle & High School
- Spanish Speaking Families



Scan the QR code with your phone or [click here](#) to see our calendar and sign up for Coffee and Conversations!

Are you receiving our newsletters?

Subscribe to always get the latest news affecting Maryland families of children with disabilities and special healthcare needs!

- Monthly English Newsletters
- Monthly Spanish Newsletters
- Special Bi-Monthly Newsletters for our LEADers Training Graduates



Scan the QR code with your phone or [click here](#) to sign up on the homepage of our website!

What's on our website?

We have HUNDREDS of resources around special education, healthcare, transition, early intervention, and more on our website.


RESOURCES

Check out our great resources! To find a resource you need, use the left column to filter by topic and/or language. Still not finding what you need? Use the search bar to search for key words.

If you are having trouble finding relevant resources, please [contact us](#) so we can assist you.


Topics

- Back To School
- Behavior
- Early Childhood
- Health
- Military
- Section 504
- Special Education
- Transition



Sort By Most recent ▾

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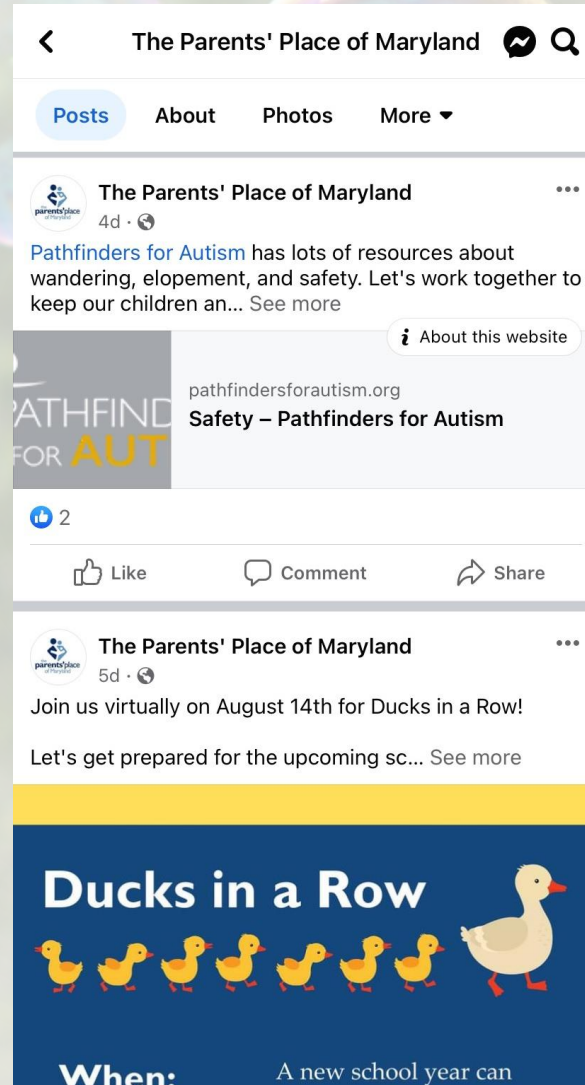
RESOURCE TITLE	FORMAT
 METAS INTELIGENTES (S.M.A.R.T. IEPs) ¿Qué es S.M.A.R.T.? ¡Lea para aprender más!	Factsheet
VIEW RESOURCE / VER RECURSO	

Follow us on Facebook for daily resources!

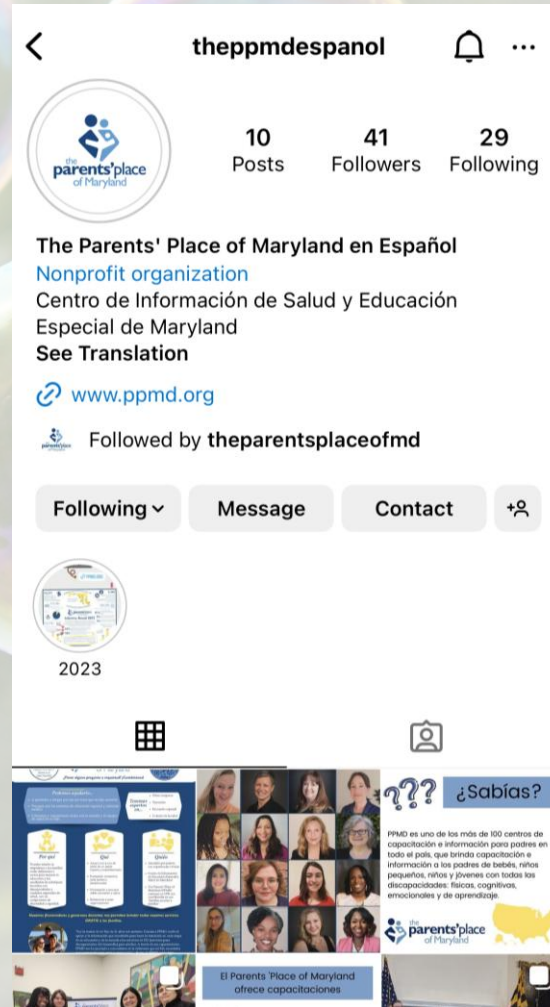
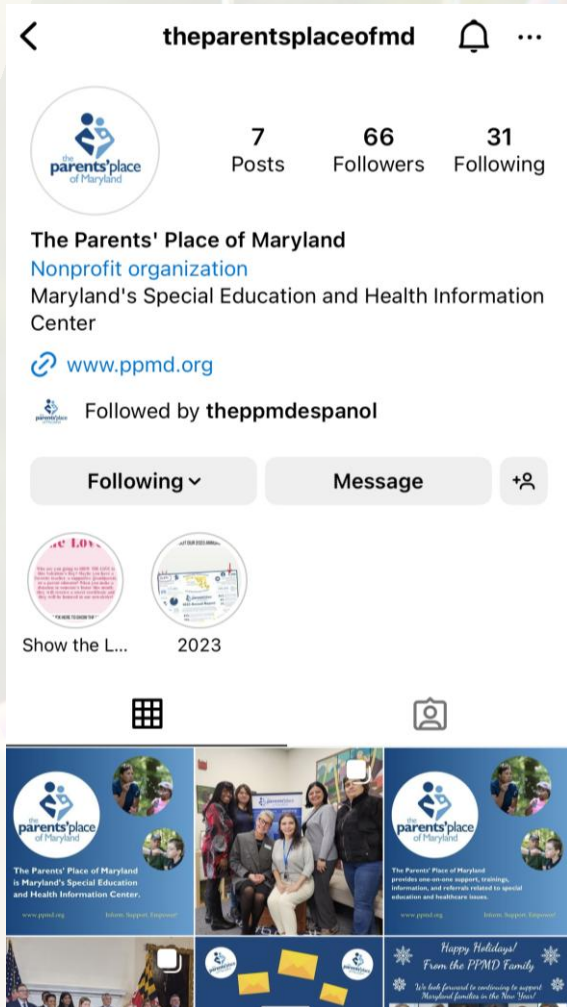


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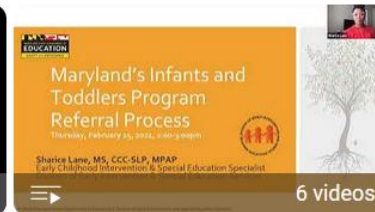
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6 videos



Healthcare

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5 videos



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with your phone
or [click here!](#)

Please let us know how we did today!

- English Workshop Survey:
<https://www.tfaforms.com/5148306>
-
- Spanish Workshop Survey:
<https://www.tfaforms.com/5148310>

THANK YOU!

For more information, or if you have questions, contact us!

The Parents' Place of Maryland
802 Cromwell Park Drive, Suite H
Glen Burnie, MD 20161
(410) 768-9100 • www.ppmd.org
Marlo Lemon Marlo@ppmd.org

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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

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)