

# Maryland Online IEP Updates

School Year 2022-2023



# Maryland Online Update Timeline

## **July 2022**

- Updates to IEP Form & Format

A blue callout box with a white border and a pointer directed towards the right. It contains the text "The printed version of the IEP" in bold black font.

**The printed  
version of the  
IEP**

# Areas Impacted by the Update

- Special Considerations: Behavior Intervention, Restraint & Seclusion
- Special Considerations: Vision Consult

## Secondary Transition

- Projected Category and Projected Date of Exit
- Location Change
- Wording and Heading Changes
- Present Levels
- IEP Goals
- Removals

A yellow sticky note with a red pushpin at the top, featuring the handwritten text "WHAT'S NEW?" in black, bold, capital letters.

WHAT'S  
NEW?



# SPECIAL CONSIDERATIONS

- Changes to Behavior Intervention Plan Question
- Changes to Restraint and Seclusion

# Behavioral Intervention: Behavior Intervention Plan

BEHAVIORAL INTERVENTION	
<input type="radio"/> Functional Behavioral Assessment (FBA)	Assessment date: <input type="text"/> <input type="text"/> • <input type="text"/> <input type="text"/> • <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<input type="radio"/> Behavioral Intervention Plan (BIP)	Date of Current BIP: <input type="text"/> <input type="text"/> • <input type="text"/> <input type="text"/> • <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



# Behavior Intervention: Restraint

## Restraint

Is the IEP team considering the use of physical restraint as a part of the student's IEP and/or BIP? ☐ YES ☐ NO

Has the IEP team reviewed available data to identify any contraindications to the use of physical restraint based on the student's medical history or past trauma, including consultation with medical or mental health professionals as appropriate? \_\_\_\_\_

Identify less intrusive, nonphysical interventions that will be used to respond to the student's behavior until physical restraint is used in an emergency situation. \_\_\_\_\_

Is the school-based IEP team recommending the inclusion of physical restraint in the student's IEP and/or BIP? ☐ YES ☐ NO

Does the parent consent to the use of restraint as a part of the student's IEP and/or BIP?

☐ YES - Date of written consent:   .   .     ☐ NO - Date of written refusal:   .   .

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

"Physical restraint" means a personal restriction that immobilizes a student or reduces the ability of a student to move their torso, arms, legs, or head freely that occurs during school hours.

# Behavior Intervention: Seclusion

**Reminder:** A public agency cannot use seclusion as a behavioral intervention for a student (2022 HB1225/SB0705)

Seclusion - A public agency may not use seclusion as a behavioral health intervention for a student (2022 HB1255/SB0705).

Is the IEP team considering the use of seclusion as a part of the student's IEP and/or BIP? ☐ YES ☐ NO

Has the IEP team reviewed available data to identify any contraindications to the use of seclusion based on the student's medical history or past trauma, including consultation with medical or mental health professionals as appropriate? \_\_\_\_\_

Identify less intrusive, nonphysical interventions that will be used to respond to the student's behavior until seclusion is used in an emergency situation. \_\_\_\_\_

Is the school-based IEP team recommending the inclusion of seclusion in the student's IEP and/or BIP? ☐ YES ☐ NO

Does the parent consent to the use of seclusion as a part of the student's IEP and/or BIP?

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

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

**No** for all Public School students. May be considered for students in Nonpublic Program Settings

"Seclusion" means the confinement of a student alone in a room, an enclosure, or any other space from which the student is physically prevented from leaving during school hours.

# Supplementary Aids, Services, Program Modifications and Supports

## SUPPLEMENTARY AIDS, SERVICES, PROGRAM MODIFICATIONS AND SUPPORTS

☐ School Personnel/Parental Support(s)

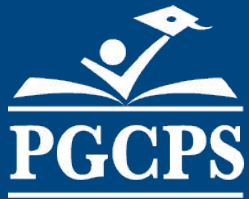
**Nature of Service**

<input type="radio"/> AT consult	<input type="radio"/> Parent counselling and/or training
<input type="radio"/> Audiologist consult	<input type="radio"/> Physical education consult
<input type="radio"/> Classroom instruction consult	<input type="radio"/> Physical therapist consult
<input type="radio"/> Coordination of support services for crisis prevention and interventions	<input type="radio"/> Psychologist consult
<input type="radio"/> Extracurricular/non academic providers support	<input type="radio"/> School health consult
<input type="radio"/> Occupational therapist consult	<input type="radio"/> Social worker consult
<input type="radio"/> Orientation and mobility consult	<input type="radio"/> Speech/language pathologist consult
	<input type="radio"/> Staff training
	<input type="radio"/> Travel training
	<input type="radio"/> <b>Vision consult</b>
	<input type="radio"/> Other:

Sample of what it looks like when the IEP is printed

School Personnel/Parental Support(s)				
Nature of Service	Frequency	Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other
School Personnel/Parental Support(s) - Vision Consult	Anticipated Frequency Monthly	09/20/2022	09/19/2023  Duration: 15 Weeks	<ul style="list-style-type: none"> <li>(P) Teacher of the Visually Impaired</li> </ul>





# Secondary Transition Updates

**These updates impact IEPs for students  
ages 14 to 21**



# PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

**SECONDARY TRANSITION:** ☐ Employment  
☐ Education/Training  
☐ Independent Living  
☐ Self-Determination  
☐ Travel Skills

Source(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Current Level of Performance (as appropriate): \_\_\_\_\_

\_\_\_\_\_

Summary of Assessment Findings (including dates of administration): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

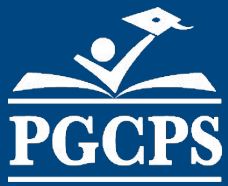
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\_\_\_\_\_



# PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Secondary Transition: Sources)

## **Source(s)**

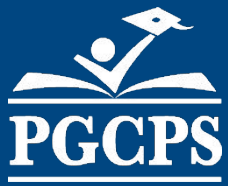
- ☐ Career Cruising
- ☐ Conover Transition Assessments
- ☐ Naviance
- ☐ O\*Net
- ☐ Picture Interest Career Survey (PICS)
- ☐ Positive Personal Profile (PPP)
- ☐ Student Interview
- ☐ Transition Planning Inventory (TPI)
- ☐ Other



# PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

(Including academic, functional, social/emotional, behavioral, and secondary transition)

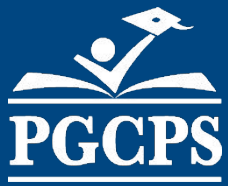


# PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Area Discussion)

## SCHOOL AGED - PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

What is the parental input regarding the student's educational program?(Including academic, functional, social/emotional, behavioral, and **secondary transition.**)

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



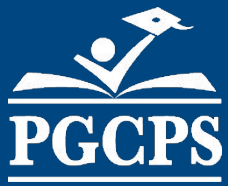
# Projected Category and Projected Date of Exit

## Projected Category of Exit

The student is projected to exit with

- ☒ Maryland High School Diploma
- ☐ 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)

- ☒ with 2 credits of World Language, which may include American Sign Language
- ☐ with 2 credits of Advanced Technology
- ☐ with successful completion of a State-approved career and technical education program

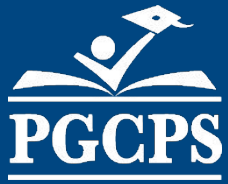


# Secondary Transition: Age 14 Reminder

## Secondary Transition

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

**Section Header Transition Changed to  
Secondary Transition Throughout the IEP**



# Secondary Transition: STUDENT PREFERENCES, INTERESTS, AND SKILLS

Student Preferences, Interests and Skills

Heading Change

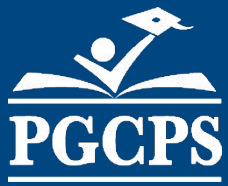


# Secondary Transition: STUDENT PREFERENCES, INTERESTS, AND SKILLS

## Student Preferences, Interests and Skills

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

Wording Change



# Secondary Transition: STUDENT PREFERENCES, INTERESTS, AND SKILLS

## Student Preferences, Interests and Skills

Summary of student's preferences, interests, and skills based on age appropriate transition assessment(s)

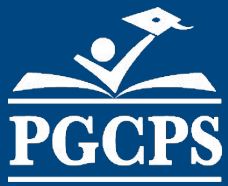
Wording Change

# Secondary Transition: Post Secondary Goals (Outcomes)

## Postsecondary Goals (Outcomes)

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

Wording Change



# Secondary Transition: Post Secondary Goals (Outcomes)

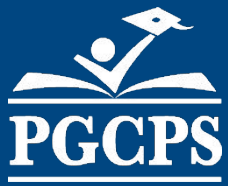
## Employment (required):

Sample

## Related IEP Goal(s):

Behavioral - Social Emotional/Behavioral:

Sample Counseling Goal



# Goals: Does this goal support a Postsecondary Transition Goal?

## Education

**GOAL** Academic - Reading Comprehension

Does this goal support a Postsecondary Transition Goal? Education

Goal (Include Conditions, Behavior, Timeframe, Method of Measurement, and Criteria):

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Timeframe by: 08/07/2023

Method of Measurement: Classroom-Based Assessment: sample

Criteria (Mastery and Retention) With: 80 % Accuracy

ESY goal? 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? No

If no, describe the changes needed to this goal:

sample

# Secondary Transition: Secondary Transition Activities

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

**STUDENT PREFERENCES, INTERESTS, AND SKILLS:**

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

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

**Summary** of student's **preferences, interests, and skills based on** age appropriate transition assessment(s): \_\_\_\_\_

**POSTSECONDARY GOALS (Outcomes):**

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

**EMPLOYMENT** (required): \_\_\_\_\_

*Related IEP Goal(s) that will support this postsecondary Employment goal will populate from Annual IEP Goals section here.*

*Secondary Transition Activities related to Employment, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.*

**EDUCATION:** \_\_\_\_\_

*Related IEP Goal(s) that will support this postsecondary Education goal will populate from Annual IEP Goals section here.*

*Secondary Transition Activities related to Education, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.*

**TRAINING:** \_\_\_\_\_

*Related IEP Goal(s) that will support this postsecondary Training goal will populate from Annual IEP Goals section here.*

*Secondary Transition Activities related to Training, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.*

**INDEPENDENT LIVING** (if appropriate): \_\_\_\_\_

*Related IEP Goal(s) that will support this postsecondary Independent Living goal will populate from Annual IEP Goals section here.*

*Secondary Transition Activities related to Independent Living, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.*



## Secondary Transition Activities

Employment Training (1)



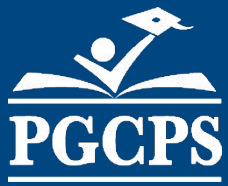
Track Progress

### Progress Code

- ☐ Completed
- ☐ Partially Completed
- ☐ Not Yet Initiated
- ☐ Not Completed

### Employment Activity Involved

- ☐ Career Exploration
- ☐ Unpaid Work Experience
- ☐ Paid Work Experience



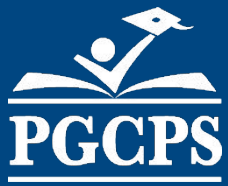
# Secondary Transition: Career Cluster Updates

## 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**

- ☐ Arts, Media, and Communications
- ☒ Business Management and Finance
- ☐ Construction and Development
- ☐ Consumer Services, Hospitality, and Tourism
- ☐ Environmental, Agricultural and Natural Resources
- ☐ Health and Biosciences
- ☐ Human Resources Services
- ☐ Information Technology
- ☐ Manufacturing, Engineering, and Technology
- ☐ Transportation Technologies





# Secondary Transition: Post Secondary Goals

SECONDARY TRANSITION/COURSE OF STUDY
<p><b>COURSE OF STUDY:</b></p> <p>The student is enrolled in courses that will prepare for a career or postsecondary education in the career cluster selected below.</p> <p>Business Management and Finance</p> <p>List the courses the student is taking that align with their Postsecondary Goals:</p>

**New Question Added**



# When Will I See these Changes?

Please note that the former version of MD Online can still be amended so you may not see these updates reflected in your printout until your child's Annual Review Meeting

# QUESTIONS?