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# PGCPS

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## Be a V.I.P. at Your Child's IEP Team Meeting!

October 23, 2018

Department of Special Education

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# Session Outcomes...

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Parents will demonstrate how having a vision statement for their child can help them with planning and preparing for their child's Individualized Education Program and provide them with a foundation for collaborative IEP team meetings.

***“When parents are involved students do better and schools do better.”***

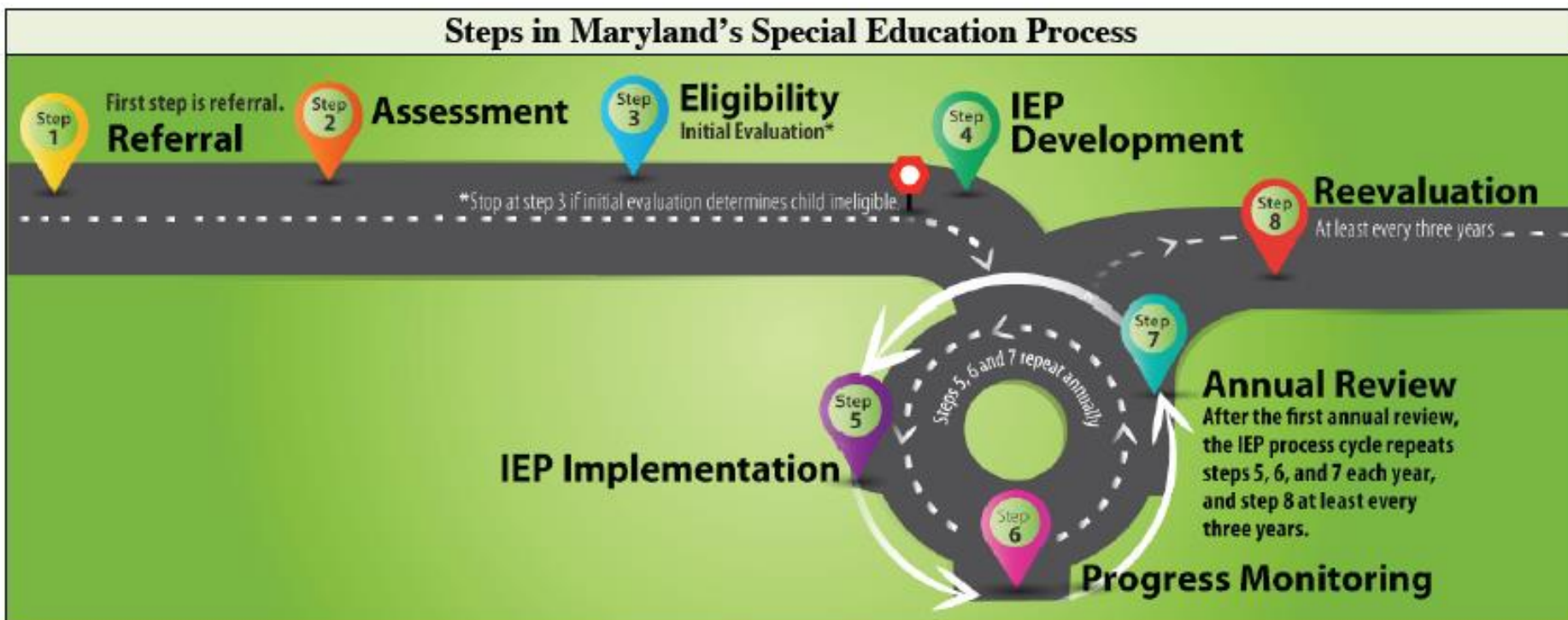
# Parent Defined

- A biological or adoptive parent of a child
- A foster parent
- A guardian, generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State)
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare or who has been awarded kinship care
- An Individual appointed as a surrogate

# Steps in the Special Education Process



## Steps in Maryland's Special Education Process



# The IEP Team Includes:

- The parent, guardian or surrogate
- Not less than one special education teacher
- Not less than one general education teacher
- A school administrator who can commit local school system resources
- An individual who can interpret evaluation results and what they mean for instruction
- Other individuals, at the discretion of the parent or local school system, who have knowledge or expertise
- The student, if appropriate



- Vision
- Information (Data)
- Planning and Participation



# Vision

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## Vision statement:

- A vision statement describes what you want to achieve in the *future*.
- The vision statement answers the question “*Where do I want to be?*”
- It defines the optimal desired future state—the mental picture—of what you want to achieve over time, say in five, ten or more years.
- It inspires you to give your best and shapes your understanding of why you are doing what you do.
- It should be clear, engaging, and realistic, and describe a bright future.



# Vision

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## **Critical elements of your master plan should..**

- reflect the thinking of the entire IEP Team (including the parent and the student),
- look forward to future goals of the student,
- represent high expectations and dreams for the student, and
- be reflective of federal requirements for transition aged youth.

The character of the IEP Vision Statement may change based on the age of the student.

# Let's talk about your child...

- What are your child's strengths?
- What are your child's areas of needs?
- With your child's disability in mind, list at least 1 specific need that you believe requires growth that can be supported by the IEP team.



**Take a moment  
to think about  
the following...**

- What are your future plans and long-term goals for your child?
- What do you want your child to be able to do when he/she leaves the public school system?
- What thoughts do the other IEP Team members have regarding your child?
- What steps do you need to take to help your child meet these goals?

***The vision statement is a visual picture that describes your child in the future.***

# Activity

Create a vision statement for your child.



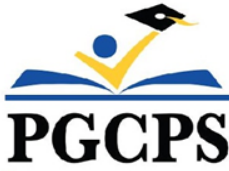
# Sample Vision Statements

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**Preschool, DD:** I would like my child to have engaging, fun, and purposeful activities that will help him have school readiness skills for kindergarten. I want him to be independent and function to meet his daily needs to the best of his ability. I want him to learn about science, mathematics, alphabet knowledge and have good classroom behavior. I want him to make friends and go to the same school as his brother and sister. I want his friends to include him in their community events.

**Grade 1, LD:**

The Team envisions [this child] as a well-adjusted student who is socially accepted by his peers and who reaches his potential academically. They want him to feel valued and to keep his love of learning. They see him as becoming a strong reader who is able to organize his ideas and express in writing all that he comprehends.



# Sample Vision Statements

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## **Grade 4, LD, ADD:**

Our vision for [our child] is for him to achieve his potential academically. We want to see him become an independent learner. His attentional issues will be addressed in order for him to produce what he is capable of doing. We hope to see an increase in self-confidence along with independence. [Our child] has many interests for his future career. He had expressed an interest in becoming a music teacher, principal, judge, engineer, or architect.

**Grade 9, AH/HD, LD:** We envision [our son] becoming a well-adjusted student who is socially accepted by his peers and who reaches his potential academically. He is very interested in technology. He excels in math and is interested in an engineering or science career. We expect that he will transition successfully from middle school to high school on a college level track.



# Activity

## PGCPS How I Can Incorporate My Vision into the IEP...

### Your Vision

- Parental Input?
- Present Levels?
- Goals and Objectives?
- Accommodations and modifications?

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**  
MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2017)

Student Information ☐ Draft ☐ Approved ☐ Amended

Name: \_\_\_\_\_ Agency: \_\_\_\_\_ IEP Team Meeting Date: / /

**STUDENT AND SCHOOL INFORMATION**

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Unique Student Identification Number (State): \_\_\_\_\_  
Student Identification Number (local): \_\_\_\_\_  
Date of Birth: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] (MM+DD+YYYY)  
Age: \_\_\_\_\_ Gender: ☐ MALE ☐ FEMALE

**RACE CODES**

Ethnicity: ☐ Hispanic or Latino ☐ Yes ☐ No  
☐ American Indian or Alaskan Native ☐ Native Hawaiian or other Pacific Islander  
☐ Asian ☐ Black or African American  
☐ White

Student Identified as an English Learner: ☐ YES ☐ NO  
Student's native language: \_\_\_\_\_  
Residence County: \_\_\_\_\_  
Residence School: \_\_\_\_\_  
Service County: \_\_\_\_\_  
Service School: \_\_\_\_\_

Does the student require a specific accommodation for an emergency evacuation? ☐ YES ☐ NO  
If yes, state the 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: \_\_\_\_\_

**EXIT INFORMATION**

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

**IEP TEAM PARTICIPANTS**

IEP Case Manager: _____	Principal/Designee: _____	School Psychologist: _____	Agency Representative: _____
IEP Chair: _____	General Educator: _____	Social Worker: _____	Others in attendance: _____
Parent/Guardian: _____	Special Educator: _____	Speech/Language Pathologist: _____	Others in attendance: _____
Parent/Guardian: _____	Guidance Counselor: _____	Student: _____	Others in attendance: _____

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# Information and Data

## Compile and review the following:

- Your child's current IEP
- Progress reports toward annual goals in the IEP
- Related services and accommodations on your child's current IEP
- Report cards
- Recent work samples
- Performance on district/state assessments
- Results of most recent evaluations
- Communication with teacher/school
- Communication or recommendations from professionals outside of school (i.e. Audiologist, ENT, private therapist)





# Planning and Preparation

- Know the purpose of the IEP meeting it is — reevaluation, goal setting, amendment, etc.
- Write down the things you want to talk about at the meeting.
- Have a plan of action for before, during and after the meeting



# Planning and Preparation

## Create a list that should include:



- Your educational concerns for your child.
- What you believe are your child's strengths and weaknesses.
- Your goals for your child.
- Your input regarding particular strategies that are or are not working.
- What you believe are your child's educational/social needs.
- Special considerations such as transition, behavior or communication.
- Establish priorities to be considered for goal areas.

# Planning and Preparation

## IEP BINDER CHECKLIST

IEP Binder Checklist <i>Put the newest items on top in each section</i>				
Communication		To be updated:	Date updated:	
School contact list	Yearly or as new members join the team			
Communication log	Every time you have a meeting, call or other important interaction with the school			
Letters and emails to and from the school	As often as needed (File after noting them in the communication log)			
<b>Evaluations</b>				
Request/referral for evaluation	Every three years or more often, if needed			
Consent to evaluate	(Tip: Keep this—and the referral—on top to help check if the evaluation is done in a timely manner)			
School evaluations	At least every three years			
Private evaluations (if your child has had any)	Every time your child is evaluated privately			
<b>IEP</b>				
Copy of Parent's Rights & Safeguards	Yearly (Keep this on top so you can easily show the school you don't need another copy)			
IEP	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)			
Prior Written Notice and meeting notes	Yearly or more often, if additional meetings take place			
<b>Report Cards/Progress Notes</b>				
Reports cards and progress reports	As often as they come from the teacher or school			
<b>Sample Work</b>				
Samples of schoolwork	At least monthly or as often as you see signs of progress or concern			
Standardized tests	Whenever the results are sent home			
<b>Behavior</b>				
School handbook and school calendar	Yearly			
Behavior Intervention Plan (if your child has one)	Yearly or as often as changes are made			
Disciplinary notices	Any time your child receives one			

**Understood**

For more tips and resources, go to [understood.org](http://understood.org)

Communication

Evaluations

Individualized Education Program

Report Cards/  
Progress Reports

Work Samples

Behavior