

IEP Team
Discussion and
TIENET Changes for
2017-2018

Outcome:

Participants will learn and discuss the new procedures around the alternate assessment and parental consent to comply with the newly passed Senate Bill 710.

Senate Bill 710



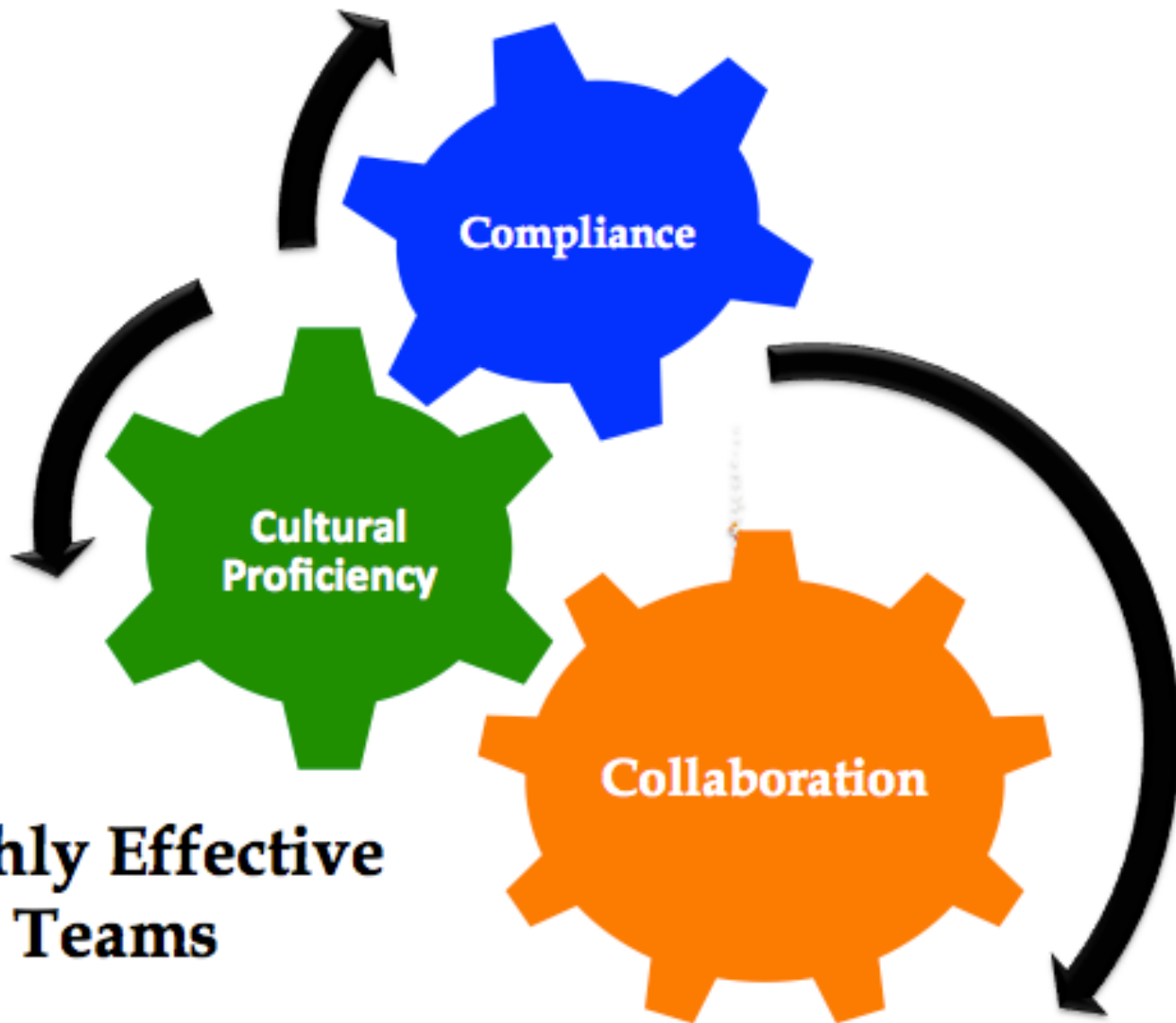
Effective July 1, 2017

PARENTAL CONSENT UNDER MARYLAND LAW

Parents must provide written consent to:

1. Identify a child for the Maryland State Alternate Assessment
2. Enroll a child in a program that does not provide credit toward a high school diploma
3. Include Restraint and Seclusion on IEP

***Written parental consent required**



**Highly Effective
IEP Teams**

Questions

- Use a sticky note to record questions you have today and if they are not answered, please post them on the board/chart paper.
- This is first time we are going through the process.
- Additional opportunities will be provided at a later time.



Currently:

Participation in the Maryland Alternate Assessments
Student Name: Elementary Sample/EP **Grade:** Preschool, ages 3-5 **Date of Meeting:** 01/03/2017
 the student may participate in the Maryland Alternate Assessments in English Language Arts, Mathematics, and Science if the IEP Team answers AGREE to ALL participation criteria outlined below.
 All must be checked 'AGREE' for the student to participate in the Maryland Alternate Assessments.

Criteria	Maryland Alternate Assessment Participation Criteria Descriptors:	Sources of Evidence (Check all used in determining the findings)	Summary of Findings	Agree/Disagree
1. The student has an Individualized Education Program (IEP).				Agree Disagree
2. The student has a significant cognitive disability.	In order to select 'Agree', a review of student records must indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. (Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.)	<ul style="list-style-type: none"> Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Results of individual and group administered achievement tests Results of informal assessments Results of individual English Language Arts, Science, and Mathematics assessments Results of district-wide alternate assessments Results of language assessments including English Language Learner (ELL) language assessments if applicable 		Agree Disagree
3. The student is learning content derived from the Maryland College and Career-Ready Standards (MCCRS).	In order to select 'Agree', goals and objectives listed in the IEP for this student must be linked to the enrolled grade-level MCCRS and address knowledge and skills that are appropriate and challenging for this student. AND the grade level curriculum is significantly adapted in order for the student to access knowledge and skills that are appropriate.	<ul style="list-style-type: none"> Examples of curriculum, instructional objectives and materials, including work samples Present levels of academic and functional performance, goals and objectives from the IEP Data from scientific research-based interventions Progress monitoring data 		Agree Disagree
4. The student requires extensive, direct, repeated, and individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.	In order to select 'Agree', the student: (a) Requires extensive, repeated, individualized instruction and support that is not of temporary or transient nature and (b) Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content	<ul style="list-style-type: none"> Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction Teacher collected data and checklists Present levels of academic and functional performance, goals and objectives, and post school outcomes from the IEP and the Transition Plan for students age 14 and older unless State policy or the IEP team determines a younger age is appropriate 		Agree Disagree

HC IEP

Additional Requirements:

- Sign in for participants in discussion
- Discussion and record of exclusionary factors
- Cognitive, adaptive, and educational assessment data recorded
- Documentation of discussion agreements
- Signed parental consent

Things we know:

- Information repeats throughout the document
- In some cases, this may need to be a separate meeting
- This will take longer in meetings
- Materials will need to be prepared in advance
- Parents will need support in learning and understanding these new changes
- This ensures the parents have a better understanding of the process
- Our current discussions are now being captured and will be more robust
- Documentation to send home ahead of time



Reminder

When conducting an [annual review](#), use the checklist to present and review the sections of the IEP in the order below:

- Cover Sheet
- PLAAFP 1
- PLAAFP 2
- Goals and Objectives
- Supplementary Aids /Program Modifications
- Special Considerations
- District/Statewide Assessments
- Transition Preferences and Interests (13/14 and older)
- Transition Activities (13/14 and older)
- Services
- LRE

Parent Consent to
Include Restraint and Seclusion
(Special Considerations)

Special Considerations page

Changes to Behavior Intervention section – Restraint and Seclusion questions and dates added

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 to address that behavior.	
<input type="radio"/> Functional Behavioral Assessment (FBA)	Assessment date: <input type="text"/> - <input type="text"/> - <input type="text"/>
Does the student require a Behavioral Intervention Plan (BIP)? <input type="radio"/> YES <input type="radio"/> NO	
<input type="radio"/> Behavioral Intervention Plan	Implementation date: <input type="text"/> - <input type="text"/> - <input type="text"/>
Has the IEP team determined that restraint and/or seclusion may be required as a part of the Behavior Intervention Plan? <input type="radio"/> YES <input type="radio"/> NO	
Does the parent consent to the use of restraint and/or seclusion as a part of the Behavior Intervention Plan?	
<input type="radio"/> YES - Date of written consent: <input type="text"/> - <input type="text"/> - <input type="text"/>	<input type="radio"/> NO - Date of written refusal: <input type="text"/> - <input type="text"/> - <input type="text"/>
<input type="radio"/> No response received within 15 business days of the IEP team meeting date	
Document basis for decision(s): _____	

Parents have the option of giving consent, refusing consent, or taking 15 business days to think about it. [The Parental Consent Form](#) needs to accompany this question also. We will discuss this later.

The Maryland Participant Page for the Alternate Assessment Decision

District/Statewide Assessment Page *Changes*

HC IEP

“Hidden” question has been added.

Guiding questions are visible only when the document is in edit mode, meant to guide HCPSS staff in accessing the appropriate paperwork. It will say:

Will alternate assessments be discussed? Y [] N []

If “Yes” is answered, new procedures will be required:

- Participant Page
- New Sections for the Alternate Assessment Discussion

District/Statewide Assessment Page Changes

HC IEP

If alternate assessments will be discussed....

The Participant Page will need to be printed and signed. You will see this reminder: [Print and review Maryland Participant Page for Alternate Assessment Decision.](#)

This page will be a TIENET document.

There will be a link to that document on the district/statewide assessments page.

There are new sections that will be visible and will need to be filled out as a team.

REMEMBER:

This discussion is only for students that you believe have a **SIGNIFICANT COGNITIVE DISABILITY (SCD)**

Defined:

- 1% of the total population
- Alternate academic achievement standards are reserved for students with a significant cognitive disability.
- Pervasive, affecting student learning across all content areas.
- Academic difficulties alone do not indicate that a student has a SCD.

District/Statewide Assessment Page Changes

The top of the Participant Page looks like this:

Introduction to the process:

IEP Teams are encouraged to use this eligibility tool when identifying students with a "significant cognitive disability" for participation in the Maryland Alternate Assessments. In order for the student to be eligible to participate in the alternate assessments, the IEP Team must answer AGREE to ALL of the criteria items. If the IEP Team disagrees, responding with a DISAGREE for one or more questions, the IEP Team should stop using this form and consider the student eligible for participation in the general PARCC Assessment with or without accommodations. The IEP Team must use multiple sources of information, such as the current IEP, results from formal and informal assessments, data gathered from classroom assessments, and information gathered from parent/student that document academic achievement to guide the decision-making process for participation in the appropriate statewide assessment.

District/Statewide Assessment Page Changes

The Participant Page looks like this:

Team Members: Each participant should print name, provide title, and sign/date below:

Name (please print)	Title	Signature	Date

Signing here ONLY means you are present at the meeting.

Signing does NOT indicate:

****that a decision has been made yet.**

****any agreement with the decision.**

District/Statewide Assessment Page Changes

The bottom of the Participant page looks like this:

Parent Understanding:

*I have been informed that **if** my child is determined eligible to participate in Maryland Alternate Assessments through the IEP Team Decision-Making Process:*

- 1. My child will be progressing toward a Maryland Certificate of Program Completion. If my child continues to participate in the Maryland Alternate Assessments, he/she may not be eligible for a Maryland High School Diploma. His/her continued participation in the Maryland Alternate Assessments will not prepare him/her to meet the high school diploma requirements. _____ (Parent/Guardian Initials)*
- 2. The decision for my child to participate in the Maryland Alternate Assessments must be made annually. _____ (Parent/Guardian Initials)*

This section is to ensure parents understand that taking alternate assessments may contribute to the child not being eligible for a MD Diploma.

District/Statewide Assessment

Page – New pages to support the discussion:

There are several sections for the discussion:

Evidence shows that the decision for participating in the Maryland Alternate Assessments was not based on the list below.
To consider a student eligible for participation in alternate assessments, the IEP Team must also answer **AGREE to ALL** of the items listed below. **NOTE: A DISAGREE response indicates the student did not meet the eligibility criteria for Maryland Alternate Assessments and, therefore, the student will participate in the MSA or PARCC assessments with or without accommodations, as appropriate, based on his/her IEP. Please refer to the Maryland Accommodations Manual for more information about accommodations and Maryland assessments.**

1. A disability category or label.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
2. Poor attendance or extended absences.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
3. Native language/social/cultural or economic differences.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
4. Expected poor performance on the general education assessment.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
5. Academic and other services the student receives	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
6. Educational environment or instructional setting.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
7. Percent of time receiving special education services.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
8. English Language Learner (ELL) status.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
9. Low reading and mathematics achievement level.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
10. Anticipated disruptive behavior.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
11. The impact of test scores on accountability system.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
12. Administrator decision.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
13. Anticipated emotional stress.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
14. Need for accommodations, e.g. assistive technology/ACC to participate in the assessment process.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

This table looks more complicated than it is. It lists **exclusionary factors** that the team will NOT use to make the assessment decision.

Make clear to parents and team members that the team agrees to base its decision on the questions on the alternate assessment table, **not** on these factors.

District/Statewide Assessment Page Changes

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Next section:

The criteria for participation in the Maryland Alternate Assessments reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. A student who participates in the Maryland Alternate Assessments participates in this assessment for all content areas of English Language Arts, Mathematics, and Science.

Complete the following Evaluation Review of Cognitive/Adaptive Ability:

Individual Cognitive Ability Assessment:

Name and Title of Examiner: _____

Most Recent Test Date: _____

Assessment: _____

Score(s): _____

Assessment Comments:

Educational Assessment:

Name and Title of Examiner: _____

Most Recent Test Date: _____

Assessment: _____

Score(s): _____

Assessment Comments:

Adaptive Skills Assessment:

Name and Title of Examiner: _____

Most Recent Test Date: _____

Assessment: _____

Score(s): _____

Assessment Comments:

Our version of this section will look slightly different but will have similar fields for the information.

District/Statewide Assessment - Alternate Assessments Table

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There are no changes to the criteria:

HC IEP

Participation in the Maryland Alternate Assessments

Student Name: Elementary Sample IEP

Grade: Preschool, ages 3-5

Date of Meeting: 01/03/2017

The student may participate in the Maryland Alternate Assessments in English Language Arts, Mathematics, and Science if the IEP Team answers AGREE to ALL participation criteria outlined below. All must be checked 'AGREE' for the student to participate in the Maryland Alternate Assessments.

Criteria	Maryland Alternate Assessment Participation Criteria Descriptors:	Sources of Evidence (Check all used in determining the findings)	Summary of Findings	Agree/Disagree
1. The student has an Individualized Education Program (IEP).				Agree Disagree
2. The student has a significant cognitive disability.	In order to select 'Agree', a review of student records must indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. (Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.)	<ul style="list-style-type: none"> Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Results of individual and group administered achievement tests Results of informal assessments Results of individual English Language Arts, Science, and Mathematics assessments Results of district-wide alternate assessments Results of language assessments including English Language Learner (ELL) language assessments if applicable 		Agree Disagree
3. The student is learning content derived from the Maryland College and Career-Ready Standards (MCCRS).	In order to select 'Agree', goals and objectives listed in the IEP for this student must be linked to the enrolled grade-level MCCRS and address knowledge and skills that are appropriate and challenging for this student. AND the grade level curriculum is significantly adapted in order for the student to access knowledge and skills that are appropriate.	<ul style="list-style-type: none"> Examples of curriculum, instructional objectives and materials, including work samples Present levels of academic and functional performance, goals and objectives from the IEP Data from scientific research-based interventions Progress monitoring data 		Agree Disagree
4. The student requires extensive, direct, repeated, and individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.	In order to select 'Agree', the student: <ul style="list-style-type: none"> (a) Requires extensive, repeated, individualized instruction and support that is not of temporary or transient nature and (b) Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content 	<ul style="list-style-type: none"> Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction Teacher collected data and checklists Present levels of academic and functional performance, goals and objectives, and post school outcomes from the IEP and the Transition Plan for students age 14 and older unless State policy or the IEP team determines a younger age is appropriate 		Agree Disagree

District/Statewide Assessment Page Changes

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Statement of Assurance

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Maryland Alternate Assessments are the appropriate assessments for this student; that his/her academic instruction will be based on the CCCs linked to the MCCRS; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly, including disqualification for a regular high school diploma. 34 CFR § 300.160.d.*

Name	Position	
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

The names and positions will populate from the cover page of the IEP. You will have the option to remove a participant who wasn't present for this part of the discussion.

District/Statewide Assessment Page Changes

This part of the page asks users to agree to the following:

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Maryland Alternate Assessments are the appropriate assessments for this student; that his/her academic instruction will be based on the CCCs linked to the MCCRS; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly, including disqualification for a regular high school diploma. 34 CFR § 300.160.d.*

Name	Position	
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

Each discussion participant must agree or disagree that:

1. the decision was based on multiple pieces of evidence.
2. the evidence demonstrates that alternate assessments are the most appropriate.
3. exclusionary factors were not used in making this decision.
4. instruction will be standards based.
5. all implications were discussed thoroughly, including the probability of not receiving a diploma.

District/Statewide Assessment Page

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Last Part - 3 Questions

HC IEP

Question 1:

Eligibility Criteria: As documented through the eligibility criteria and additional requirements listed above, it has been determined that the student is learning a sample of content that is linked to grade-level content standards, which does not fully represent grade level content as assessed on the MSA, HSA, or PARCC assessments. Therefore, the student cannot participate in general assessments even with the provision of accommodations.

Agree

Disagree

If the IEP Team checked Disagree above, the student **does not meet the eligibility criteria for the Maryland Alternate Assessments** as listed above and, therefore, the student will participate in the MSA, HSA, or PARCC assessment, with or without accommodations, as appropriate, based on his/her IEP. Refer to the Maryland Accommodations Manual for more information about accommodations and Maryland's assessments.

District/Statewide Assessment Page Changes

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Question 2:

HC IEP

Assessment Participation: The IEP Team agreed that the student met all criteria listed on this eligibility tool; therefore, the IEP Team determined the student **eligible** to participate in the Maryland Alternate Assessments.

Yes/Agree

No/Disagree

District/Statewide Assessment Page Changes

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Question 3:

HC IEP

Do the historical data (current and longitudinal across multiple settings) justify the IEP Team's decision for the student to participate in the Maryland Alternate Assessments?

Yes

No

District/Statewide Assessment

This is a newly worded question - Alternative Educational Framework

Has the IEP team determined that the student should participate in an alternate educational framework, which, if continued, will result in not earning credits toward a Maryland High School Diploma? Y N

Does the parent consent to the student participating in an alternate educational framework?

Yes - Date of Written Consent No - Date of Written Refusal

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

Note: This question discusses participation in an “alternate educational framework”.

See next slide for explanation.

District/Statewide Assessment Page Changes

HC IEP

Alternate Assessment Question

Has the IEP team determined that the student should participate in an alternate assessment based on alternate academic achievement standards? YES NO
Does the parent consent to the student participating in an alternate assessment based on alternate academic achievement standards in assessed grade in
•Reading •Mathematics •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

Document basis for assessment decision(s): _____

Parents can give consent or refuse to give consent for their child to take the alternate assessment. They have the option of making the decision at the meeting or taking 15 business days to think about it. [The Parental Consent Form](#) needs to be printed and signed for this question also. Use the same directions as stated earlier.

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Parent Consent Form


Parental Consent Form

Pages
10-11

If parents choose to take 15 business days to think through:

- Send the [Parental Consent Form](#), filled out as appropriate, home with parents.
- Mark your calendar for the 16th business day. TIENET will not trigger a reminder for you.
- Verify that everyone at the meeting understands that the [rest of the IEP will be finalized and implemented](#) within 3 days of this meeting (if IEP is otherwise approved).

Parental Consent Form



Pages
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If parents respond with consent or refusal to consent within the 15 business days, make sure parents have indicated their decision on the Parental Consent Form.

- Go to the now-finalized IEP
- On the district/statewide assessments pg, click edit.
- Check off 'yes' or 'no' for consent and put in the date.
- Choose appropriate insert statement for discussion box.
- Print and attach to the IEP in the file, send copy to parents.
- Upload the parental consent form into TIENET.

Parental Consent Form

If parents do not respond with consent or refusal to consent within the 15 business days, then on the 16th business day:

- Go to the now-finalized IEP
- On the district/statewide assessments pg, click edit.
- Check the box that says 'No response received within 15 business days of the IEP team meeting date.'
- Choose appropriate insert statement for discussion box.
- Print and attach to the IEP in the file, send copy to parents.
- Upload the parental consent form into TIENET.

Preparing for the meeting:

What goes home 5 days prior?

- Complete the top portion with the student/school information and the Evaluation Review of Cognitive /Adaptive Ability/ Educational portion of the document
- Maryland Participant page for the Alternate Assessment Decision (blank)
- Parental Consent Form (blank)

Following the meeting?

- If parent is present but undecided, give this Parental Consent form to them with the front page completed.
- If parent is not present, send the Parental Consent Form with the front page completed.

Additional Items

- The Business Calendar for the 2017- 2018 School Year
- The Federal Disability Code Listing
- The Maryland Guidance for IEP Teams on Participation Decisions for the Alternate Assessments

Evacuation Plans

- House Bill 1061
 - addresses safely evacuating all building occupants regardless of disability
 - No student or staff member assigned to a student will remain in a stairwell in the event of an emergency
 - Guidelines are currently being developed at the State and Local level

Evacuation Guidelines

While guidelines are being developed
continue to:

- document evacuation plans on the supplementary aids and program modifications portion of the IEP
- train staff on the evacuation plan
- train staff on the use of equipment or safe lifting of the student
- consult with the physical therapist

Questions & Feedback

Alt Assessment Questions

[https://goo.gl/forms/Alt Assessment Questions](https://goo.gl/forms/Alt%20Assessment%20Questions)

Feedback for today's sessions:

<https://goo.gl/forms/CGy0QxXfXXPvw0lo2>

