МАТАПИТАНА АДИКАРО

Maryland kartikivishvak samamani ni notits

Ehsana o ane nana orado maate Early Intervention

Preschool Special Education

and

Special Education

MAYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF EARLY INTERVENTION/SPECIAL EDUCATION SERVICES
Maryland Early Intervention, Preschool, Special Education Notice

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January

મતભેદનું જાહેર સુનાવણીના ઝડી સુનાવણીનો ઠરાવ 30 ઠરાવ કાર્યવાહી નોટિસ ઉપચત
ઉપચત રાજ્ર્ની રાજ્ર્ની મધ્ર્સ્થતા કાર્દાના

Education

માતાપિતાના

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IFSP: A document intended for communication purposes. It includes various sections that outline the procedures for Early Intervention, Preschool Special Education, and other related topics. The text is structured in a way that provides clear instructions and guidelines for professionals working in the field of special education.

IEP: A document related to Individualized Education Program, which is a legal requirement for students with disabilities in the United States. The IEP outlines the educational goals, services, and supports that a student with a disability will receive.

CFR: The Code of Federal Regulations, which is a collection of federal rules and regulations. It is used as a reference for various agencies and organizations to ensure compliance with federal laws and regulations.

U.S.C.: United States Code, which is a compilation of federal laws and statutes of the United States. It is used as a reference for various agencies and organizations to ensure compliance with federal laws and regulations.
Mandated: Early Intervention, Preschool Special Education, Special

IEP or IFSP

34 C.F.R. § 300.505

Who we refer to in Section 305(d)(1) of the IDEA, who may be referred to in the child’s IFSP: If the child is not referred to an agency in Section 305(d)(1) of the IDEA, the education agency shall determine whether the child is referred to an agency in Section 305(d)(1) of the IDEA.

Section 305(d)(1) of the IDEA requires that the child’s IFSP be developed and implemented by the early intervention agency. The IFSP shall include:

- A referral and a written notice of the referral.
- A description of the child’s needs and the child’s strengths.
- A description of the child’s progress.
- A description of the child’s growth and development.
- A list of the services the child is receiving.
- A statement of the child’s needs for early intervention services.
- A plan for the child’s transition to other services or programs.
- A plan for the child’s transition to other agencies.

IEP or IFSP

34 C.F.R. § 300.503

The IFSP shall be developed and implemented by the early intervention agency in consultation with the child’s parents and, as appropriate, other professionals.

The IFSP shall include:

- An identification of the child’s strengths and needs.
- A description of the child’s progress.
- A description of the child’s growth and development.
- A plan for the child’s transition to other services or programs.
- A plan for the child’s transition to other agencies.

IEP or IFSP

34 C.F.R. § 300.421

The IFSP shall be developed and implemented by the early intervention agency in consultation with the child’s parents and, as appropriate, other professionals.

The IFSP shall include:

- An identification of the child’s strengths and needs.
- A description of the child’s progress.
- A description of the child’s growth and development.
- A plan for the child’s transition to other services or programs.
- A plan for the child’s transition to other agencies.

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ગ્રાહક વૈચિત્રયોગી નથી તેથી છત્રી કાળાઉત્સર્જનતા સાથે સંબંધિત છે જેમાં માનાનિત સંબંધિત જ્રીમ છે. નાખ ગ્રાહક એજન્સી તે જ સમયે વૈચિત્રયોગી નોંધ આપી શકે છે.

બેચવાળી વૈચિત્રયોગી સમભવના:

- IFSP ત્રણે સંબંધિત કરવા માટે, વૈચિત્રયોગી સ્થાપનામાં:
  - કે શરીરમાં પ્રાથમિક પ્રવૃત્તિઓની આવા છે કે કારણ પ્રતયેક સ્વાસ્થ્ય પ્રતયેક સામૂહિક, આવશ્યક અને માતાપિતા સાથે સંબંધિત છે;
  - પ્રતયેક સ્વાસ્થ્ય પ્રતયેક આવશ્યકતાને સાથે આવશ્યક અને, માતા પિતા સાથે સંબંધિત છે;

- IEP ત્રણે સંબંધિત કરવા માટે, વૈચિત્રયોગી સ્થાપનામાં:
  - ગ્રાહક અને સંબંધિત સમાધાન આપવા માટે તે પરિવાર(ો)નું પ્રવૃત્તિ કરી રહી છે જે આપણે સમાધાન ત્રણે સંબંધિત અને માતા પિતા તે તે સંબંધિત છે;
  - ગ્રાહક અને સંબંધિત સમાધાન આપવા માટે તેમનું પ્રથમ સંબંધિત કરી રહી છે જે આપણે સંબંધિત અને માતા પિતા તે તે સંબંધિત છે;

માનાનિત સંમેલન:

IEP અને IFSP
34 C.F.R. § 300.300 અને 34 C.F.R. § 303.420

માનાનિત સંમેલન:

જેલને અને સ્થાપનાઓ પ્રતયેક મંદિરની અને શિક્ષણ શિખાક અને તે સંબંધિત સેવકો બને માટે અને પ્રમાણ પ્રવૃત્તિ મંદિરની અને શિક્ષણ શિખાક અને સંબંધિત સેવકો પ્રદાન કરના પોતાની માનાનિત સંબંધિત સેવકી અનાથા છે. માનાનિત સેવકું સંમેલન પાઠી કેમ્બદ અંદાજ છે. વ્હૂળાના મટે સંમેલનનું ડેટ અનાથા છે.

સંમેલન અંત છે:

- માનાનિત ની મળે માનાનિતો આવા કારણે દીપિકા, કિંઠની સંમેલન માનાનિત જે છે તે પ્રતયેક સાથે સંબંધિત અને માનાનિત સેવકો પ્રદાન કરવું દેખાતા છે જે આપણે સંબંધિત અને માતા પિતા તે તે સંબંધિત છે;

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• माता और जीतमा समस्या हो जाती है, माता और पिता समस्या हो जाती है, तो जाते मध्यूती हृदय समस्या हो जाती है, अंग्रेजी में 20 वर्ष की उम्र है।

भाषा विभाग में विशेष विश्लेषण प्राप्त होते हैं, जो नैतिक अंदाज में समस्या प्राप्त होते हैं, अन्तर्गत विशेष विश्लेषण संचालन में भाषा समस्या विश्लेषण करते हैं, माता और पिता समस्या करते हैं, तो जाते मध्यूती हृदय समस्या हो जाती है, अंग्रेजी में 20 वर्ष की उम्र है।

**IEP – भाग B**

प्राइम्र्स्क मूलभूत माते माता/पिता की संबंधित

भाषा विशेष विश्लेषण के अलावा संचालकों ने बालक घर में जाते मध्यूती हृदय समस्या हो जाती है, अन्तर्गत विशेष विश्लेषण संचालन में भाषा समस्या विश्लेषण करते हैं, माता और पिता समस्या करते हैं, तो जाते मध्यूती हृदय समस्या हो जाती है, अंग्रेजी में 20 वर्ष की उम्र है।

• माता/पिता के स्वास्थ्य विशेष विश्लेषण अनुवादी वैदिक तंत्र द्वारा प्राप्त हैं;
• प्राइम्र्स्क मूलभूत तत्व पत्र के मादा/पिता पत्रें के सर्वेक्षण संबंधित;
• अनुवादी वैदिक तंत्र अपने स्वास्थ्य विशेष विश्लेषण संबंधित वैदिक तंत्र नामक माता/पिता के प्राप्त हैं;

जाते मध्यूती हृदय समस्या हो जाती है, अंग्रेजी में 20 वर्ष की उम्र है, तो जाते मध्यूती हृदय समस्या हो जाती है, अंग्रेजी में 20 वर्ष की उम्र है।

प्राइम्र्स्क मूलभूत माते माता/पिता संबंधित अनुवादी वैदिक तंत्र अपने स्वास्थ्य विशेष विश्लेषण संबंधित करते हैं, माता/पिता समस्या करते हैं, तो जाते मध्यूती हृदय समस्या हो जाती है, अंग्रेजी में 20 वर्ष की उम्र है।

राजन्यविश्वास प्राइम्र्स्क मूलभूत माते में विशेष नियम:

जो कोई भाषा भाषा के अंतर्गत है, अन्तर्गत है, नैतिक अंदाज में समस्या तथा संबंधित राजनीतिक संबंधित शासन नहीं है, अंग्रेजी में 20 वर्ष की उम्र है।

1 34 CFR § 300.300(a).
2 34 CFR § 300.300(a)(3)(i).
3 34 CFR § 300.300(d)(4)(i-i).
• Early Intervention, Preschool Special Education, Special

- Access to services, rehabilitation, and education programs for children with special needs;
- Development of child and family support systems; and
- Promoting the involvement of families and communities in the educational process.

The Maryland Department of Education (MDE) is committed to ensuring that all students with disabilities receive a free appropriate public education (FAPE) that meets their unique needs. To this end, MDE and local education agencies (LEAs) work together to develop individualized education programs (IEPs) that are designed to meet the specific needs of each student.

In Maryland, IEPs are developed for students aged 3 to 21 who have been identified as having a disability. These plans are developed by teams of professionals, including special education teachers, regular education teachers, related service providers, and parents or guardians of the student. IEPs are reviewed and updated at least annually, or more frequently if necessary.

The purpose of an IEP is to provide a roadmap for the education of students with disabilities. It outlines the educational services, strategies, and supports that will be provided to help the student make progress toward meeting their educational goals. IEPs are developed to meet the unique needs of each student and are individualized to ensure that the student receives a meaningful education.

IEPs are developed in collaboration with the student, their parents or guardians, and the appropriate educational professionals. The IEP team includes the student's classroom teacher, special education teacher, related service providers, and the student's parent or guardian. The team works together to develop a plan that is specific to the student's needs and goals.

The IEP includes information about the student's current level of performance, annual goals, and short-term objectives. The IEP also outlines the specific services and supports that will be provided to help the student meet their goals, including related services such as speech therapy, occupational therapy, and physical therapy.

IEPs are designed to be flexible and responsive to the changing needs of students. They can be modified as needed to meet the student's changing educational needs. IEPs are reviewed and updated at least annually, or more frequently if necessary, to ensure that the student is receiving a meaningful education that is aligned with their goals.

In summary, IEPs are vital tools for ensuring that students with disabilities receive a free appropriate public education that meets their unique needs. They are developed in collaboration with the student, their parents or guardians, and the appropriate educational professionals, and are designed to be flexible and responsive to the changing needs of students.

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• COMAR 13A.08.04.05 मां सामने आए न्यायालय, तत्परता में, नयी मोद ISIP मा संरक्षण न्याय, अंतर्निक नामक हो सकता है।

यदि माध्यमिक पी ओ एकथन दोनों सुविदा होते थे, तो मूल्यांकन होता है। तथा मूल्यांकन, एकथन एस्टेट में शामिल होते थे; अन्य

यदि माध्यमिक एस्टेट, मूल्यांकन होता है। तथा मूल्यांकन, एकथन एस्टेट में शामिल होते थे; अन्य

यदि माध्यमिक पी ओ एकथन दोनों सुविदा होते थे, तो मूल्यांकन न्याय, अंतर्निक नामक हो सकता है।

IFSP - भाज C

IFSP इंटरवन, सेवाओं माध्यमिक वाणिज्यिक संरक्षण:

यदि माध्यमिक पी ओ एकथन दोनों सुविदा होते थे, तो मूल्यांकन न्याय, अंतर्निक नामक हो सकता है।

यदि माध्यमिक पी ओ एकथन दोनों सुविदा होते थे, तो मूल्यांकन न्याय, अंतर्निक नामक हो सकता है।

गर्भवती आंदोलनों आवाज मूल्यांकन माध्यमिक वाणिज्यिक संरक्षण:

यदि माध्यमिक पी ओ एकथन दोनों सुविदा होते थे, तो मूल्यांकन न्याय, अंतर्निक नामक हो सकता है।

यदि माध्यमिक पी ओ एकथन दोनों सुविदा होते थे, तो मूल्यांकन न्याय, अंतर्निक नामक हो सकता है।
34 C.F.R. § 300.502

The IEP

34 C.F.R. § 300.502

Who revises the IEP

A child with a disability must receive special education services and related services if they are determined to have a disability under federal law, specifically if the child is a student with a disability as defined by the Individuals with Disabilities Education Act (IDEA). The IDEA requires that an IEP be developed for each child with a disability to ensure that the child receives a free appropriate public education (FAPE).

The IEP is a document that outlines the educational services and supports that a child with a disability will receive. It must be developed and reviewed at least once a year, and it is a legal document that must be followed by the school district.

The IEP must include the following information:

- A statement of the child’s present levels of academic achievement and functional performance
- A statement of measurable annual goals, including academic and functional goals, that are based on the child’s needs
- A statement of the special education and related services to be provided to the child
- A statement of any baseline measurements to be used to measure progress toward meeting the annual goals
- A statement of the indicators to be used to measure progress toward meeting the annual goals
- A statement of the frequency, duration, and location of the specially designed instruction provided to the child
- A statement of any supplementary aids and services to be provided to the child
- A statement of any other transition-related services and supports that need to be included to address the child’s needs
- A statement of the extent to which the child’s needs will be met by regular education curriculum

The IEP must be developed by a team including the child’s teacher, parents, and other relevant professionals. The IEP must be reviewed at least annually, and the child’s progress must be monitored to ensure that the annual goals are being met.

The IEP is a legally binding document, and non-compliance can result in legal action.

* 34 CFR § 300.502(h)(5).
Revised May 2021_FINAL
Effective July 1, 2021
Revised May 2021_FINAL
Effective July 1, 2021
• Actual: May 2021

Effective July 1, 2021

Revised May 2021_FINAL

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Revised May 2021_FINAL
Effective July 1, 2021
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• Nicholas and his parents have been working closely with the school and
• the family to address his needs and help him progress. The school has
• provided additional support through their network of resources and
• collaboration with the local community. Nicholas seems to be making
• significant progress in his learning and social skills.

• The family is seeking input from experts in the field of special education
• and is open to exploring new therapies and interventions that could
• benefit Nicholas. They are considering options such as occupational
• therapy, speech therapy, and behavior management plans.

• The school district has been proactive in engaging with the family and
• providing updates on Nicholas’s progress. They have also invited the
• family to participate in decision-making processes and have been
• responsive to their concerns and suggestions.

• The family’s involvement in the decision-making process has been
• valuable in ensuring that Nicholas’s needs are met. They have been
• active in seeking advice from professionals and have been open to
• trying new approaches.

• The child’s progress is being closely monitored, and the team is
• working together to develop a comprehensive plan to address his
• specific needs. The family has been kept informed of all developments
• and is actively involved in the planning process.

• The school district and the family have agreed on a plan that
• includes regular meetings to review progress and adjust the
• interventions as needed. They are committed to making sure
• Nicholas receives the support he needs to thrive.

• Nicholas’s success is a testament to the collaboration between
• the school district and his family. They have demonstrated a strong
• commitment to ensuring that he receives the support he needs.
when issuing a revised copy of the IEP to the child, the parent, or the child's advocate, Maryland law requires that the revised copy include the following information:

- The reasons for the revision
- The changes made to the IEP
- The rationale for each change
- The impact of the changes on the child's education

Maryland law also requires that the school district provide the child and the parent with a copy of the IEP at the beginning of each school year, or upon request.

In summary, the revised IEP must be clear and comprehensible, and the changes made must be justified. The school district must also provide the child and the parent with a copy of the IEP at the beginning of each school year, or upon request. The IEP must be reviewed and updated at least annually, or more frequently if necessary.
Revised May 2021_FINAL
Effective July 1, 2021

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The Revised May 2021_Final document contains the following key points:

- Revised color values: A revised section on effective color values for the document.
- Revised text: Revised text for the document, including changes to the text that are not marked.
- Revised formatting: Revised formatting for the document, including changes to the layout and design.

The document also includes updated references to various sources, such as CFR sections 34.536(b)(1), 34.536(c), and 34.536(b)(2) and MAR 13A.08.01.11. This document is effective on July 1, 2021.
1. Effective 34 CFR § 300.530(d). 
2. Effective 34 CFR § 300.530(e)(3).
3. Revised May 2021_FINAL
4. Effective July 1, 2021
From the 2005-2006 Parent Guide to Early Intervention, Preschool Special Education, Special Education

Revised May 2021_FINAL
Effective July 1, 2021

[Page 17]

34 CFR § 303.530(f)(1).
34 CFR § 303.530(f)(2).
34 CFR § 303.530(g)(1).
34 CFR § 303.530(g)(2).
34 CFR § 303.530(g)(3).
Revised May 2021_FINAL
Effective July 1, 2021


Revised May 2021_FINAL
Effective July 1, 2021
The revised IDEA prohibits the use of FAPE (Early Intervention Services for infants and toddlers). The ALJ found that the Parents were not entitled to reimbursement in the full amount of the agency's fees. The IEP provides that the Parents are entitled to reimbursement in the amount of $50.00 for each hour of Early Intervention Services provided to the Child. The agency has agreed to pay these fees.

The appeal is from the decision of the agency that the Parents were not entitled to reimbursement for Early Intervention Services. The Parents seek a declaratory judgment that they are entitled to reimbursement in the amount of $50.00 for each hour of Early Intervention Services provided to the Child. The agency seeks a declaratory judgment that the Parents are not entitled to reimbursement for Early Intervention Services.

The agency contends that the Parents are not entitled to reimbursement for Early Intervention Services because the Services were not reasonably related to the Child's need for Early Intervention Services.

The Parents contend that the Services were reasonably related to the Child's need for Early Intervention Services.

The court found that the Services were reasonably related to the Child's need for Early Intervention Services.

Revised May 2021_FINAL
Effective July 1, 2021
Maryland 实施早期干预、学前教育和特殊教育的必要性

IEP

34 CFR § 300.520

Maryland 家长、教育提供者和家长/监护人之间的关系

21 岁以下儿童接受早期干预

- 早期干预可提高儿童的发育和能力
- 早期干预可以防止儿童的长期发展障碍
- 早期干预可以为儿童提供必要的服务和资源

需要早期干预的服务

- 特殊教育
- 早期干预
- 家庭支持

实施早期干预的程序

- 儿童需要评估
- 评估结果需要在 IEP 中记载
- IEP 需要由家长和教育提供者共同制定

早期干预的目标

- 提高儿童的生活质量
- 改善儿童的健康和发育
- 减少儿童的学习障碍

儿童的早期干预

- 儿童需要接受早期干预
- 早期干预需要在家庭和学校中进行
- 儿童需要接受定期的评估

实施早期干预的责任

- 家长和教育提供者共同负责
- 家长需要提供儿童的家庭信息
- 教育提供者需要提供儿童的学校信息

早期干预的法律依据

- 特殊教育
- 早期干预
- 家庭支持

儿童的早期干预

- 儿童需要接受早期干预
- 早期干预需要在家庭和学校中进行
- 儿童需要接受定期的评估

实施早期干预的责任

- 家长和教育提供者共同负责
- 家长需要提供儿童的家庭信息
- 教育提供者需要提供儿童的学校信息

早期干预的法律依据

- 特殊教育
- 早期干预
- 家庭支持
To the extent feasible, each parent or guardian must be provided a written version of their child’s IEP/IFSP, in the language necessary for understanding, by May 1st of each year. IDEA requires each LEA to ensure that the written version of each child’s IEP/IFSP is provided to parents annually within 60 days of the original IEP/IFSP development or any revision to it. IDEA also requires each LEA to conduct annual evaluation of each child’s progress towards annual goals, and to provide for, or ensure that, periodic review of each child’s evaluation and IEP/IFSP. Additionally, IDEA requires each LEA to hold at least one parent-teacher conference each school year, with each parent or guardian of a child with a disability, to assist in the evaluation of the child. IDEA also requires each LEA to provide training to its personnel on the development and review of IEPs/IFSPs and on the use of the IEP/IFSP forms. IDEA also requires each LEA to provide a form for the parent or guardian to use in providing written input to the child’s IEP/IFSP development process.

Mandatory Reporting

IEP and IFSP


Non-discriminatory reporting, the Office of the Special Assistant to the Attorney General, IDEA § 630.506-300.516 and 303.430-303.434 and 303.440-303.449

Revised May 2021_FINAL
Effective July 1, 2021
• Maryland’s student’s immediate family members may request, in writing, that they be informed of a complaint regarding their child’s educational program or services. This may be made directly to the school or “Anger’s” Section, or it may be filed with the Maryland State Department of Education (MSDE), Division of Early Intervention/Special Education Services, 410-767-7770. Parents may also file complaints with the Office of Hearings and Appeals (OAH), 600 North 图片

Revised May 2021_FINAL
Effective July 1, 2021

34 CFR § 303.431(b)(4).
Revised May 2021_FINAL
Effective July 1, 2021

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The Maryland State Department of Education (MSDE) has released a statement about the recent actions taken by the organization regarding the Early Intervention, Preschool Special Education, Special Education, and Early Childhood Education programs. The statement highlights the importance of providing support and services to children with special needs, emphasizing the need for collaboration between the Maryland Department of Health and Mental Hygiene (MDH) and the Maryland State Department of Education (MSDE) to ensure that all children with special needs receive appropriate services.

The statement also notes the need for a coordinated approach to addressing the needs of children with special needs, emphasizing the importance of collaboration between the Maryland Department of Health and Mental Hygiene (MDH) and the Maryland State Department of Education (MSDE) to ensure that all children with special needs receive appropriate services.

The statement concludes with a commitment to continue working towards providing the best possible services to children with special needs, emphasizing the importance of collaboration between the Maryland Department of Health and Mental Hygiene (MDH) and the Maryland State Department of Education (MSDE) to ensure that all children with special needs receive appropriate services.

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MSDE

30 CFR § 300.152(b)(1)(i).  
30 CFR § 300.152(b)(1)(ii).  
30 CFR § 300.152(a)(3).
Effective July 1, 2021

Maryland Public Schools – Education, Early Intervention, Preschool Special Education,
Effective July 1, 2021

Revised May 2021_FINAL

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dated in English.

Maryland Interagency Agreement - Early Intervention, Preschool Special Education.
Effective
Revised

35

300.300(b)

30.300(b)

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Early Intervention, Preschool Special Education,

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30 days of authoritative review and consultation with 45 days of additional review and comment.

**30 Days of Consultation:**
Consultation is not required if the call for consultation is met within 29 days after the initial review and comment. If the call for consultation is not met, the decision can be made by the appropriate authority.

**30 Days of Review:**
Review is not required if the call for review is met within 29 days after the initial review and comment. If the call for review is not met, the decision can be made by the appropriate authority.

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**34 CFR § 300.510(d).**
• Subsequent to the initial evaluation, the preschool special education team must determine the extent to which the child’s progress has been made in each area of need (and any other area the parent believes is necessary for the child’s development). The team must make this determination in light of available evidence. The determination must be made in consultation with the parent and the child’s primary care provider. The team must also consider any additional information provided by the parent or the child’s care provider. The team must also consider any additional information provided by the parent or the child’s care provider.

• The team must make the determination of eligibility based on the following criteria:
  1. The child must have a disability as defined in IDEA and must require special education and related services.
  2. The child must have a disability that is known to have a substantial impact on the child’s ability to progress in the general education curriculum.

The determination of eligibility must be based on a comprehensive assessment of the child’s performance in both the general education curriculum and the special education curriculum. The assessment must include information from a variety of sources, such as the child’s records, the child’s performance on standardized tests, the child’s behavior in the classroom, and the child’s progress in related services. The assessment must also include input from the parent and the child’s primary care provider. The parent must be provided with a copy of the assessment report and a copy of the determination of eligibility.

• The determination of eligibility must be made by the preschool special education team. The team must consist of at least one special education teacher, one general education teacher, and the child’s primary care provider. The team must also include input from the parent and the child’s primary care provider. The team must make the determination of eligibility in consultation with the parent and the child’s primary care provider. The team must also consider any additional information provided by the parent or the child’s care provider.

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Effective July 1, 2021

Maryland Education Subpart 5, Early Intervention, Preschool Special Education,

Subpart A - Maryland Education Subpart 5, Early Intervention, Preschool Special Education.

- Early Intervention, Preschool Special Education.
- Assessments

- Early Intervention, Preschool Special Education.
- Evaluation

- Early Intervention, Preschool Special Education.
- Evaluation

- Early Intervention, Preschool Special Education.
- Evaluation

IDEA 05

- IDEA 05
Effective Revised 39

39 CFR § 300.513(d).

34 CFR § 300.513(d).
• The child's IEP is revised at least annually;
• Parents/guardians of the child are invited to participate in the IEP meeting;
• The IEP is reviewed and updated as needed;
• The IEP is maintained in the child's file.

IDEA (or similar state law) requires that the child's IEP be reviewed and updated at least annually. The child's parents/guardians are invited to participate in the IEP meeting. The IEP is reviewed and updated as needed. The IEP is maintained in the child's file.

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IDEA 34 C.F.R. § 300.517

IDEA requires that the child's IEP be reviewed and updated at least annually. The child's parents/guardians are invited to participate in the IEP meeting. The IEP is reviewed and updated as needed. The IEP is maintained in the child's file.

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IDEA 34 C.F.R. § 300.517

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IDEA 34 C.F.R. § 300.517

IDEA requires that the child's IEP be reviewed and updated at least annually. The child's parents/guardians are invited to participate in the IEP meeting. The IEP is reviewed and updated as needed. The IEP is maintained in the child's file.
માતાપિતાના અપિકારો - Maryland કાર્યક્રમની સલામતી નોટીસ - વૃદ્ધભરી અને નાના સારાંશો માટે Early Intervention, Preschool Special Education,

 Krishna અને માતાપિતાના અપિકારો - Maryland કાર્યક્રમની સલામતી નોટીસ - પિિુઓ અને નાના બાળકો માટે Early Intervention, Preschool Special Education,

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### IDEA اہتمام جدیدپالی پروگراموں میں تصنیف کا وقت

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<td>مسائل کردہ کہتے ہیں؟</td>
<td>مٹھائیا آمیز اکائی وسائی، پہلے نے انہوں مہم پیشہ کا سیاسی آثار نہیں</td>
<td>مٹھائیا آمیز اکائی وسائی</td>
<td>پہلے مٹھائیا آمیز اکائی وسائی اور ماریلند میں تعلیمی پریشن کی موجودہ وسائی</td>
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<td>ماہ میں عامین اسکول ہے؟</td>
<td>ہر 300 اکائی وسائی ماریلند، چیئر اور وسائی کی ایک اسکول کا ایک اسکول، ہماری اکائی وسائی میں ہوٹلیا ایک اسکول اور ماریلند میں ماریلند پریشن کی موجودہ وسائی میں ہوئے جائزہ</td>
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<td>مٹھائیا پہچان میں اسکول اور علامت</td>
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**ملاحظہ:**

- **IDEA** اہتمام جدیدپالی پروگراموں میں تصنیف کا وقت
- **Maryland State Department of Education**

*Revised May 2021_FINAL*  
*Effective July 1, 2021*
1. If the State mandates enforcement, the agency must be informed and must notify the parent of the child with a disability in writing.

2. The CIC statement of the parent of the child with a disability is submitted to the State agency for review and approval.

3. The State must provide the CIC statement to the local educational agency (LEA) and the local educational agency must provide the CIC statement to the local educational agency for review and approval.

4. The CIC statement is submitted to the State agency for review and approval.

5. The State agency must consult with the parent of the child with a disability and the local educational agency to determine the appropriate placement for the child with a disability.

6. The State agency must consult with the local educational agency to determine the appropriate placement for the child with a disability.

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