

*Welcome*



***This Training is being Recorded.***

***Please feel free to ask questions as they come up,  
but we will have several Chat Box Check-Ins  
throughout the training.***



MAINE DEPARTMENT  
OF EDUCATION

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# Least Restrictive Environment

**Presented by:** Office of Special Services & Inclusive Education  
Supervision, Monitoring, and Support Team



# Meet The Team



Colette Sullivan  
**Federal Programs Coordinator**  
[colette.sullivan@maine.gov](mailto:colette.sullivan@maine.gov)



Jennifer Gleason  
**Educational Specialist**  
[jennifer.gleason@maine.gov](mailto:jennifer.gleason@maine.gov)



Karlie Thibodeau  
**Educational Specialist**  
[karlie.l.thibodeau@maine.gov](mailto:karlie.l.thibodeau@maine.gov)



Ashley Satre  
**Educational Specialist**  
[ashley.satre@maine.gov](mailto:ashley.satre@maine.gov)



Julie Pelletier  
**Secretary Associate**  
[julie.pelletier@maine.gov](mailto:julie.pelletier@maine.gov)

# Section 8: Least Restrictive Environment

## Children Ages 3-5 & 5-22

### 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %		An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):	

# Special Education Required Forms Procedural Manual

## Page 36

### For children ages 3-5

- Indicate how many hours a child is in a general education or special education setting.
- In the explanation, you must include the nature and severity of the child's disability as well as the location where the child will receive the majority of his/her special education and related services in addition to why the child will not participate with non-disabled children.
- Reference the following decision tree for additional information.

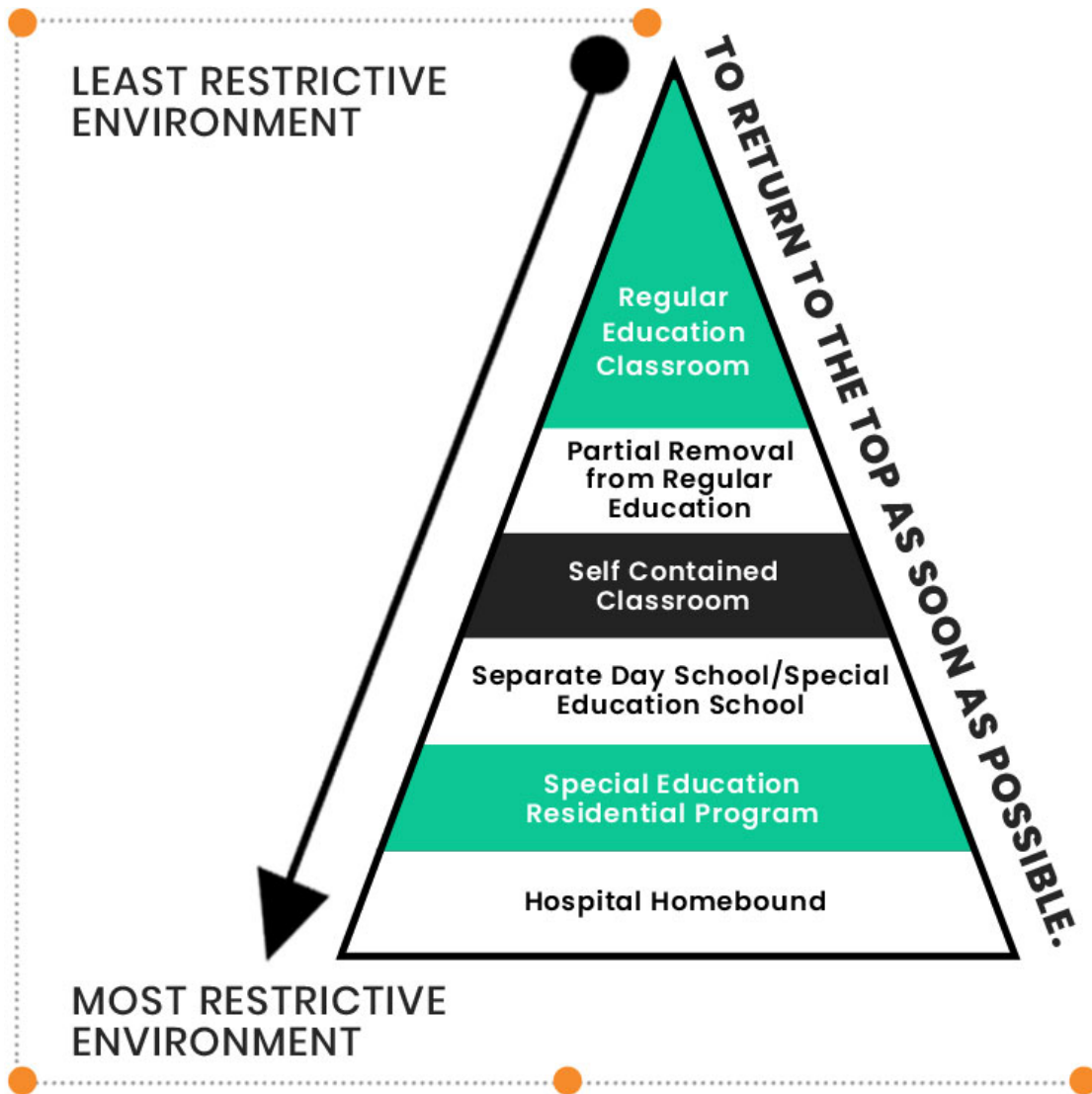
# Special Education Required Forms Procedural Manual

## Page 37

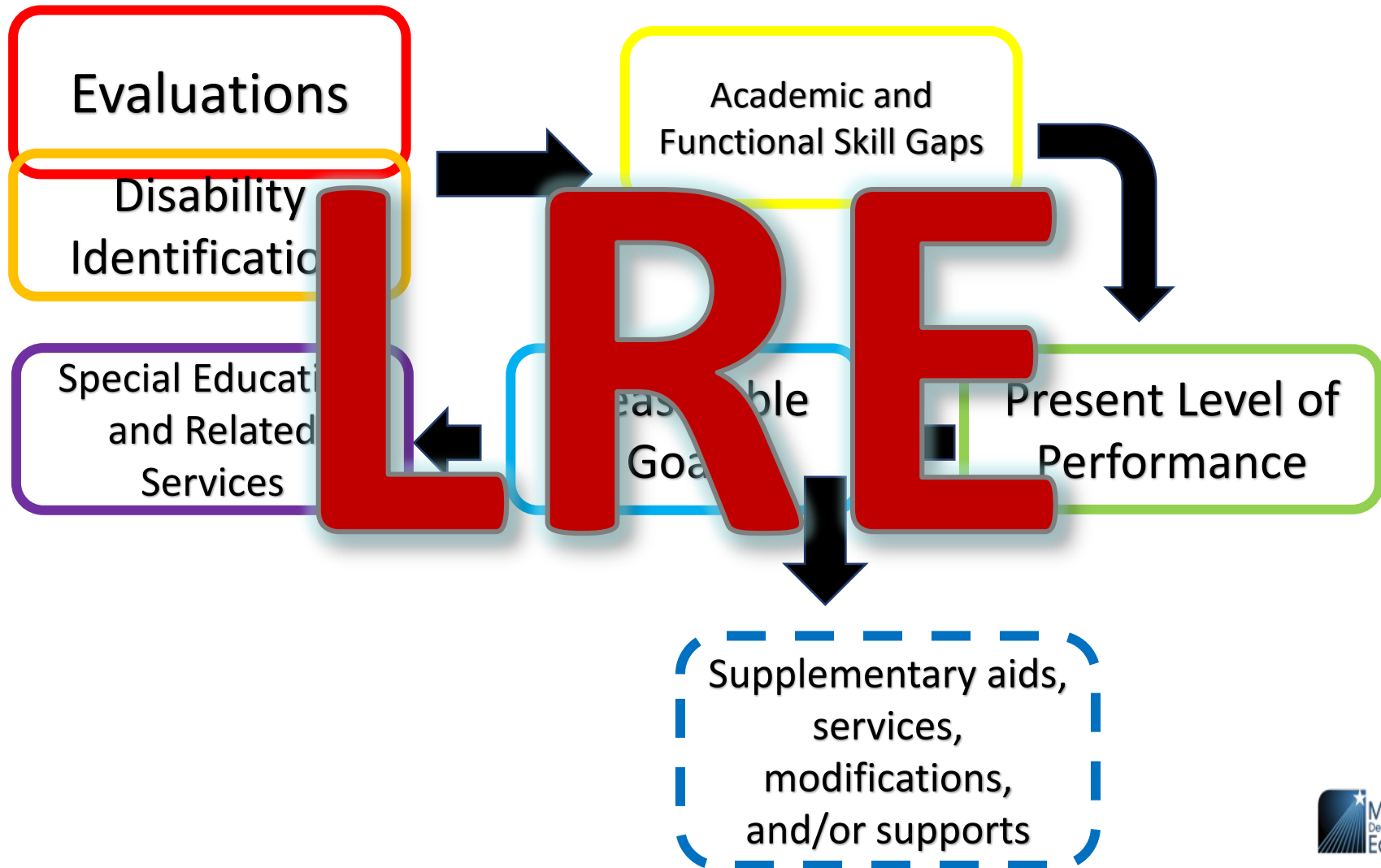
### For children ages 5-20

- Identify and explain the nature and severity of the child's disability, and the extent in which they will not be participating with non-disabled children in the regular education class and in extracurricular and other nonacademic activities.
- This statement does not need to include frequency of accommodations and services as they are already documented in previous sections.
- Reflect the specific percentage of time with non-disabled children. A range cannot be utilized.
- N/A is not acceptable. If child is with non-disabled peers 100% of the time, state that in this section.

# Section 8: Least Restrictive Environment



# All of the IEP components together will guide the Least Restrictive Environment discussion.





# Special Education Required Forms Procedural Manual

## Page 36

### For children ages 3-5

- Indicate how many hours a child is in a general education or special education setting.
- In the explanation, you must include the nature and severity of the child's disability as well as the location where the child will receive the majority of his/her special education and related services in addition to why the child will not participate with non-disabled children.
- Reference the following decision tree for additional information.

# Section 8: Least Restrictive Environment

## Children Ages 3-5

### 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):		

# MUSER X.2.A.(2)(a)

## (a) *Frequency and Intensity (For Children 3-5)*

*For purposes of compliance with this rule, the appropriate frequency and intensity of center-based specially designed instruction for any child 3-5 eligible for such instruction is presumed to be as follows:*

- *No more than six (6) hours per week for children two (2) years prior to kindergarten; and no more than nine (9) hours per week for children one (1) year prior to kindergarten. In addition, the appropriate duration of center-based specially designed instruction for children age 3-5 is presumed to be no longer than the duration of the public school year.*
- *For purposes of compliance with this rule, the appropriate frequency and intensity of home-based specially designed instruction for any eligible child is presumed to be no more than five (5) hours per week for children 3-5.*

# Special Education Required Forms Procedural Manual

## Page 36

### For children ages 3-5

- Indicate how many hours a child is in a general education or special education setting.
- In the explanation, you must include the nature and severity of the child's disability as well as the location where the child will receive the majority of his/her special education and related services in addition to why the child will not participate with non-disabled children.
- Reference the following decision tree for additional information.

# Section 8: Least Restrictive Environment

## Children Ages 3-5

### 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):		

# Maine Unified Special Education Regulations

## Page 120

### MUSER X.2.B

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled, and special classes, separate schooling, or other **removal of students with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.** [20 USC 1412(a)(5) and 34 CFR 300.114]

# LRE Program Settings for Children 3-5

- (a) Early Childhood Program A program that includes at least 50% non-disabled children. Early childhood programs include, but are not limited to:
- Headstart;
  - Kindergarten;
  - Reverse Mainstream
  - Private preschools;
  - Preschool classes offered to an eligible pre-kindergarten population by the public school system;
  - Group child care

- (b) Special Education Program. A program that includes less than 50% non-disabled children. Special education programs include, but are not limited to special education and related services provided in:
- Special education classrooms;
    - Regular school buildings
    - Trailers or portables outside regular school buildings
    - Child care facilities
    - Hospital facilities on an outpatient basis
    - Other community based settings
  - Separate schools; and Residential facilities.

(c) Home – the principal residence of the child’s family or caregivers.

(d) Service provider location, such as private clinicians’ offices, clinicians’ offices located in school building, hospital facilities on an outpatient basis, and libraries and other public locations.

# Special Education Required Forms Procedural Manual

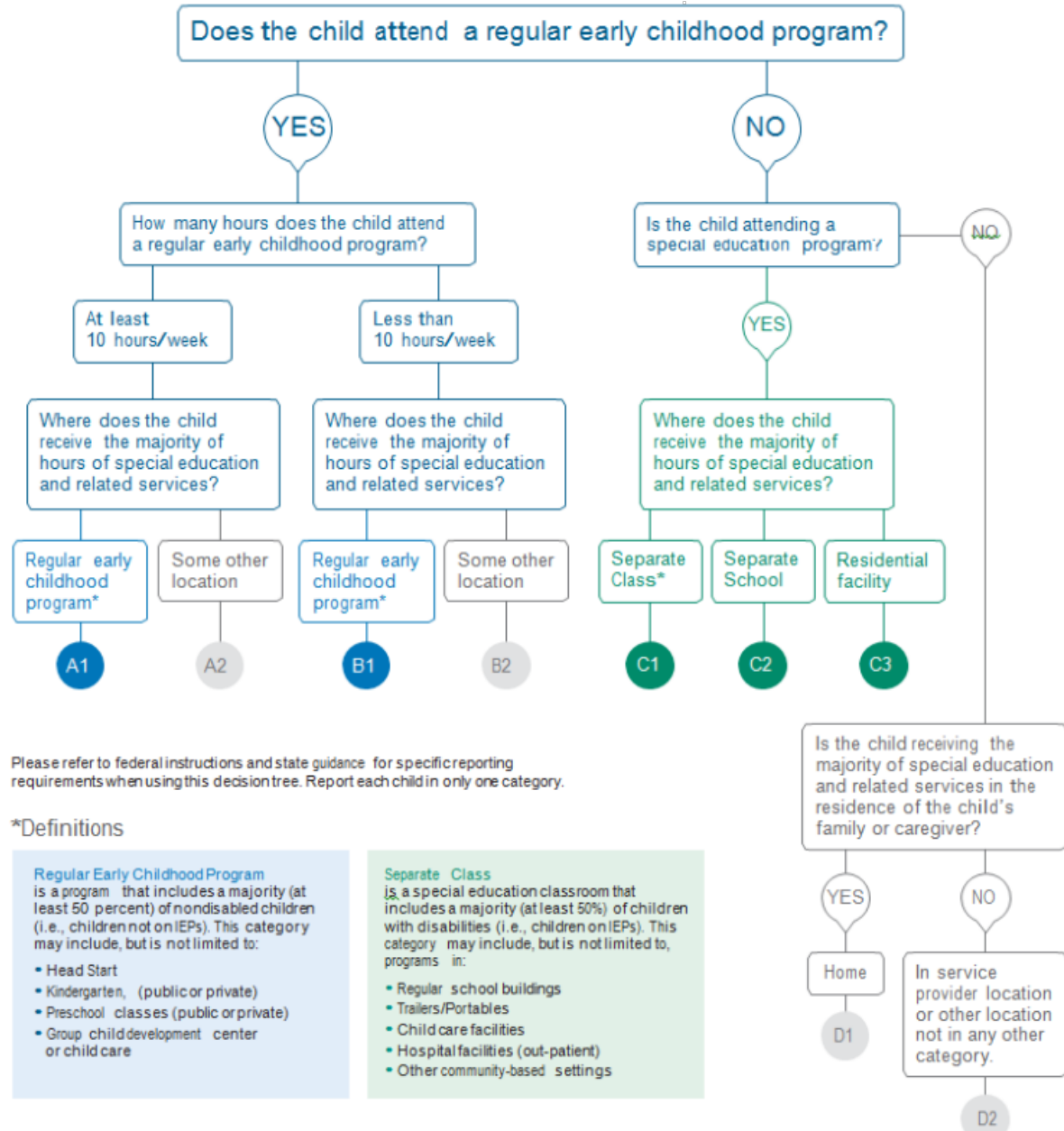
## Page 36

### For children ages 3-5

- Indicate how many hours a child is in a general education or special education setting.
- In the explanation, you must include the nature and severity of the child's disability as well as the location where the child will receive the majority of his/her special education and related services in addition to why the child will not participate with non-disabled children.
- Reference the following decision tree for additional information.



### Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

**\*Definitions**

**Regular Early Childhood Program**  
is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private)
- Preschool classes (public or private)
- Group child development center or child care

**Separate Class**  
is a special education classroom that includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to, programs in:

- Regular school buildings
- Trailers/Portables
- Child care facilities
- Hospital facilities (out-patient)
- Other community-based settings



# What's wrong?



## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)		
What percentage of time is this child with non-disabled children?		
General Education Setting	Special Education Setting	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Page will receive special education services services 3 hours/week to address her academic and social skills deficits.</b>
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	
FOR K-12 ONLY		
What percentage of time is this child with non-disabled children? %	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):	

**Tell us in the Chat Box why this is not compliant.**

# What's wrong?



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## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)		
What percentage of time is this child with non-disabled children?		
General Education Setting		Special Education Setting
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:
<p>An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):</p> <p><b>Page will receive special education services services 3 hours/week to address her academic and social skills deficits.</b></p>		
FOR K-12 ONLY		
What percentage of time is this child with non-disabled children? %		An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

- Does not address nature and severity of disability
- Restates service grid
- Does not indicate time in general ed or special ed

**Instead...**



**8. LEAST RESTRICTIVE ENVIRONMENT**

FOR CHILDREN AGES 3-5 ONLY (CDS)		
What percentage of time is this child with non-disabled children?		
General Education Setting		Special Education Setting
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input checked="" type="checkbox"/>	Total # of hours:
<p>An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):</p> <p><b>Page's disability of Autism and accompanying deficits in academics and social skills are to such a degree that she requires specially designed instruction in the special education setting to access her programming.</b></p>		
FOR K-12 ONLY		
What percentage of time is this child with non-disabled children? %	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):	

# What's wrong?



## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Gracie will receive specially designed instruction 30 minutes/day for ELA and Math readiness skills.</b>
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours: <b>2.5 hours</b>	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %		An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):	

**Tell us in the Chat Box why this is not compliant.**

# What's wrong?



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## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):  <b>Gracie will receive specially designed instruction 30 minutes/day for ELA and Math readiness skills.</b>
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours: <b>2.5 hours</b>	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %		An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):	

- 
- Does not address nature and severity of disability
  - Restates service grid

**Instead...**

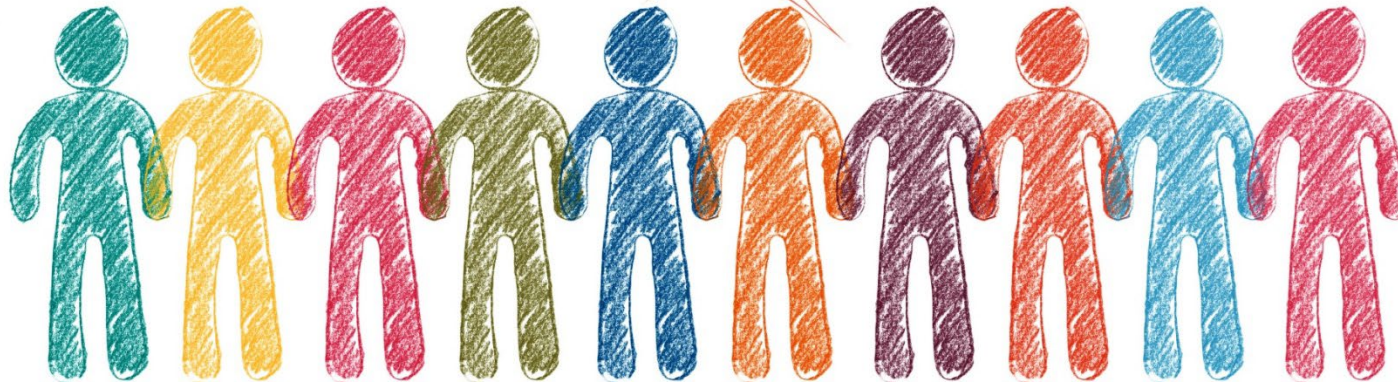


**8. LEAST RESTRICTIVE ENVIRONMENT**

FOR CHILDREN AGES 3-5 ONLY (CDS)		
What percentage of time is this child with non-disabled children?		
General Education Setting		Special Education Setting
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours: <b>2.5 hours</b>
An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Gracie's Developmental Delay and accompanying deficits in academics are to such a degree that she requires specially designed instruction in the special education setting to access her programming.</b>		
FOR K-12 ONLY		
What percentage of time is this child with non-disabled children? %	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):	



# Chat Box Check In



# Special Education Required Forms Procedural Manual

## Page 37

### For children ages 5-20

- Identify and explain the nature and severity of the child's disability, and the extent in which they will not be participating with non-disabled children in the regular education class and in extracurricular and other nonacademic activities.
- This statement does not need to include frequency of accommodations and services as they are already documented in previous sections.
- Reflect the specific percentage of time with non-disabled children. A range cannot be utilized.
- N/A is not acceptable. If child is with non-disabled peers 100% of the time, state that in this section.

# Section 8: Least Restrictive Environment

## Children Ages 5-22

### 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):		

# Maine Unified Special Education Regulations

## Page 120

### MUSER X.2.B

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled, and special classes, separate schooling, or other **removal of students with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.** [20 USC 1412(a)(5) and 34 CFR 300.114]

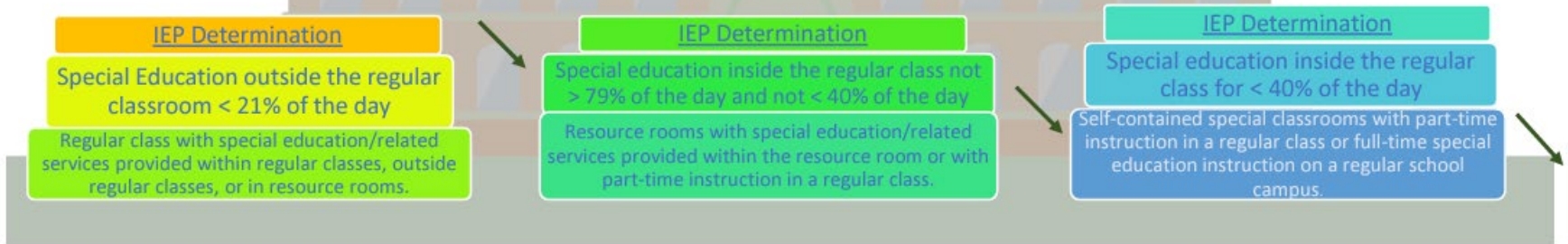
# MUSER Continuum

## Public School

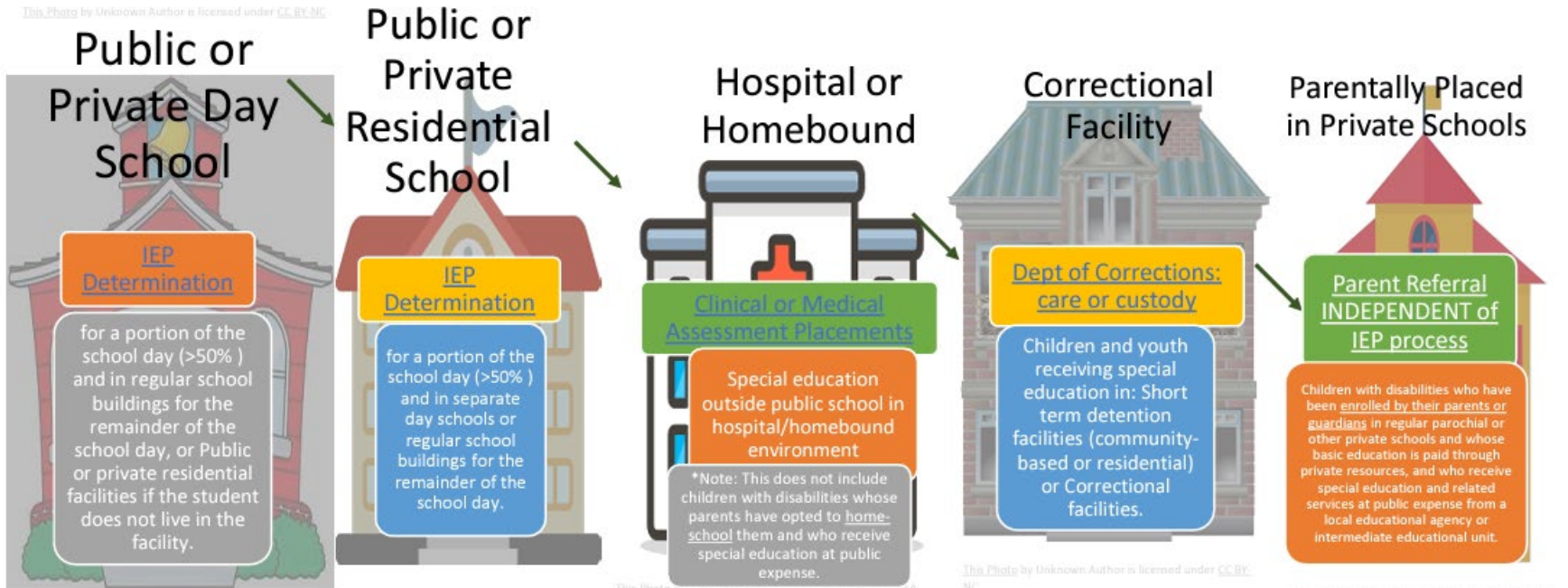
### Regular Class

### Resource Room

### Self-contained



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## MUSER Continuum for LRE

Maine Unified Special Education Regulations X.2.c (2); pages 122-125  
Special Education Program Settings for children ages 5 – 20

- a) Special Education outside the regular classroom < 21% of the day: IEP Determination  
Regular class with special education/related services provided within regular classes, outside regular classes, or in resource rooms.
- b) Special education inside the regular class not > 79% of the day and not < 40% of the day: IEP Determination  
Resource rooms with special education/related services provided within the resource room or with part-time instruction in a regular class.
- c) Special education inside the regular class for < 40% of the day: IEP Determination  
Self-contained special classrooms with part-time instruction in a regular class or full-time special education instruction on a regular school campus.
- d) Separate School-Special Education outside public or private school for > 50% of the school day: IEP Determination  
Public or private day schools for children with disabilities [all day], for a portion of the school day (>50%) and in regular school buildings for the remainder of the school day, or Public or private residential facilities if the student does not live in the facility.
- e) Public or private Residential Facility-Special education outside public school for > 50% of the school day: IEP Determination  
Public or private residential schools for children with disabilities [all day] or for a portion of the school day (>50%) and in separate day schools or regular school buildings for the remainder of the school day.  
\*Note: This does not include children who receive education programs at the facility but do not live there.
- f) Homebound/Hospital-Special education outside public school in hospital/homebound environment: Clinical or medical assessment placements  
Hospital programs or Homebound programs.  
\*Note: This does not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.
- g) Correctional facility: Dept of Corrections care or custody  
Children and youth receiving special education in: Short term detention facilities (community-based or residential) or Correctional facilities.
- h) Parentally placed in private schools: Parent referral independent of IEP process  
Children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources, and who receive special education and related services at public expense from a local educational agency or intermediate educational unit.

# Special Education Required Forms Procedural Manual

## Page 37

### For children ages 5-20

- Identify and explain the nature and severity of the child's disability, and the extent in which they will not be participating with non-disabled children in the regular education class and in extracurricular and other nonacademic activities.
- This statement does not need to include frequency of accommodations and services as they are already documented in previous sections.
- Reflect the specific percentage of time with non-disabled children. A range cannot be utilized.
- N/A is not acceptable. If child is with non-disabled peers 100% of the time, state that in this section.

# Maine Unified Special Education Regulations

## Page 98

### MUSER IX.3.A(2)

- (2) Rule of Construction. Nothing in this section shall be construed to require:
- (a) That additional information be included in a child's IEP beyond what is explicitly required in this section; and
  - (b) The IEP Team to include information under one component of a child's IEP that is already contained under another component of such IEP.

*Nothing in this sub-section shall be construed to restrict the Department in providing interpretation and guidance on the proper implementation of this rule.*



# Service Times in Section 7

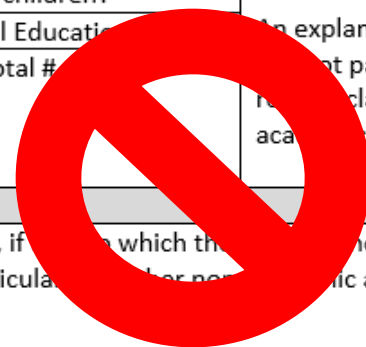
## 7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction				
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services				
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other				



## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			
General Education Setting		Special Education	An explanation of the extent, if any, to which the child does not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total #	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %		An explanation of the extent, if any, to which the child does not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):	



# Special Education Required Forms Procedural Manual

## Page 37

### For children ages 5-20

- Identify and explain the nature and severity of the child's disability, and the extent in which they will not be participating with non-disabled children in the regular education class and in extracurricular and other nonacademic activities.
- This statement does not need to include frequency of accommodations and services as they are already documented in previous sections.
- Reflect the specific percentage of time with non-disabled children. A range cannot be utilized.
- N/A is not acceptable. If child is with non-disabled peers 100% of the time, state that in this section.

# Section 8: Least Restrictive Environment

## Children Ages 5-22

### 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):		

## Section 8: Least Restrictive Environment

- LRE is about the student's access to general education instruction
  - ✓ Working on completely different skills or a subset of skills than what their peers are learning, within the general education classroom, is not LRE
  - ✓ Working on a subset of skills of the general education content, within the general education, classroom is LRE
- **When in the general education setting, are they receiving the same access to general education curriculum as their peers?**



# What's wrong?



## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? <b>33%</b>	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Lisa attends all specials as well as lunch and recess with her peers but receives specially designed instruction 18 hours/week and speech &amp; language therapy 2 hours/week.</b>		

**Tell us in the Chat Box why this is not compliant.**

# What's wrong?



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## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? <b>33%</b>	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Lisa attends all specials as well as lunch and recess with her peers but receives specially designed instruction 18 hours/week and speech &amp; language therapy 2 hours/week.</b>		



- Does not address nature and severity of disability
- Restates service grid

**Instead...**



**8. LEAST RESTRICTIVE ENVIRONMENT**

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? <b>33%</b>	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Lisa's autism disability and accompanying deficits in academics, executive function, and social skills are such that she requires specially designed instruction in the special education setting to access her programming.</b>		



# What's wrong?



## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? <b>85%</b>	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Walter's specific learning disability is such that he receives 5 hours/week of specially designed instruction in the general education classroom.</b>		

Tell us in the Chat Box why this is not compliant.

# What's wrong?



## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? <b>85%</b>	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Walter's specific learning disability is such that he receives 5 hours/week of specially designed instruction in the general education classroom.</b>		



- Restates service grid
- Should be 100% (services in general ed classroom)

**Instead...**



**8. LEAST RESTRICTIVE ENVIRONMENT**

<b>FOR CHILDREN AGES 3-5 ONLY (CDS)</b>			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
<b>FOR K-12 ONLY</b>			
What percentage of time is this child with non-disabled children? <b>100%</b>	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): <b>Walter's specific learning disability is such that he requires specially designed instruction in the general education setting.</b>		




# Resources




# Resources

## Procedural Manual



**Special Education  
Required Forms  
Procedural Manual**



**Updated 8/1/2020**

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**The IEP Committee:**  
Patricia Block, RSU #12  
Mary Adley, Maine DOE  
Laurie Lemieux, Winthrop School Dept.  
Roberta Lucas, Maine DOE  
Kris Michael, CDS  
Shelby Thibodeau, Augusta School Dept.  
Dan Hemdal, Maine DOE  
Ryan Meserve, RSU #38  
Riley Donovan, RSU #64

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# Resources

## Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

**Maine Unified Special Education Regulation  
Birth to Age Twenty**

**Effective Date:**

**August 25, 2017**



# Resources

## 2023-24 Cohort IEP Quick Reference Document

### **2023-2024 Cohort – Tips and Tricks for Writing a Compliant IEP**

[For more information, click here for the Special Education Required Forms Procedural Manual](#)

<u>Finding</u>	<u>Location</u>	<u>MUSER Citation</u>	<u>Criteria</u>
RAE1	Section 4A	Results of initial or most recent evaluations of the child.  34 CFR 300.324(a)(1)(iii) MUSER IX.3.C(1)(c)	<ul style="list-style-type: none"> <li>- Include evaluations that support the eligibility discussion</li> <li>- Include evaluation name</li> <li>- All evaluations must be dated</li> </ul>
AFS1	Section 4B	Academic, Functional, and/or Developmental strengths of the child  34 CFR 300.324(a)(1)(i) MUSER IX.3.C(1)(a)	<ul style="list-style-type: none"> <li>- Based on observations</li> <li>- Include areas of strength and relative strengths</li> <li>- NOT a restatement of evaluations</li> </ul>
APG2	Section 4C	Academic needs (distinctly measurable and persistent skill gap) of the child.  34 CFR 300.324(a)(1)(iv) MUSER IX.3.C(1)(d)	<ul style="list-style-type: none"> <li>- Academic</li> <li>- Distinctly Measurable and Persistent Skill Gaps</li> <li>- Best documented in a bulleted list</li> <li>- Make sure to include specific skill deficits                             <ul style="list-style-type: none"> <li>- Fluency, Comprehension, etc. instead of Reading</li> </ul> </li> </ul>



# Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)

# 2023-24 Professional Development

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>
Wednesday 9/13/23	<a href="#"><u>Resources</u></a>
Wednesday 9/27/23	<a href="#"><u>Transition from CDS to Public School</u></a>
Friday 9/29/23	<a href="#"><u>Q&amp;A Session</u></a>
Wednesday 10/11/23	<a href="#"><u>Abbreviated Day</u></a>
Tuesday 10/24/23	<a href="#"><u>Fall All District IEP Training</u></a>
Tuesday 10/24/23	<a href="#"><u>Fall All District B-13 Training</u></a>
Wednesday 10/25/23	<a href="#"><u>Discipline &amp; Manifestation Determination</u></a>
Friday 10/27/23	<a href="#"><u>Q&amp;A Session</u></a>
<i>*Wednesday 11/8/23*</i>	<a href="#"><u><i>*Alignment and DIB1 (Disability Alignment)*</i></u></a>
Wednesday 12/13/23	<a href="#"><u>Orientation and Mobility</u></a>
Wednesday 12/20/23	Compliant Transition Plans
Tuesday 1/9/24	Winter All District B-13 Training
Tuesday 1/9/24	Winter All District IEP Training
Wednesday 1/10/24	Advanced Written Notice & Written Notice

# 2023-24 Professional Development (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	
Friday 1/26/24	<u>Q&amp;A Session</u>	
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	
Wednesday 2/28/24	Transition from CDS to Public School	
<i>*Wednesday 3/13/24*</i>	<i>*Least Restrictive Environment*</i>	
Wednesday 3/27/24	Forms – (AE attached to WN)	<a href="#">Forms (AE attached to WN) Registration Link</a>
Friday 3/29/24	<u>Q&amp;A Session</u>	<a href="#">Q &amp; A Registration Link</a>
Wednesday 4/10/24	Special Education Law for General Education Teachers	<a href="#">Special Education Law for General Education Teachers Registration Link</a>
Wednesday 4/24/24	IEP Essentials	<a href="#">IEP Essentials Registration Link</a>
Friday 4/26/24	<u>Q&amp;A Session</u>	<a href="#">Q &amp; A Registration Link</a>
Thursday 5/2/24	Spring All District IEP Training	<a href="#">IEP Training Registration Link (5/2/24)</a>
Thursday 5/2/24	Spring All District B-13 Training	<a href="#">B-13 Training Registration Link (5/2/24)</a>
Wednesday 5/8/24	Consultation/Related Service Goals	<a href="#">Consultation/Related Service Goals Registration Link</a>
Wednesday 5/22/24	Data Collection	<a href="#">Data Collection Registration Link</a>
Friday 5/24/24	<u>Q&amp;A Session</u>	<a href="#">Q &amp; A Registration Link</a>

Please consider sharing the links to these PD opportunities with general education teachers:

**Wednesday 10/25/23 - [Discipline & Manifestation Determination](#)**

**Wednesday 4/10/24 - Special Education Law for General Education Teachers**

Please consider sharing the links to these PD opportunities with related service providers:

**Wednesday 2/14/24 - Writing Measurable Functional Goals and Avoiding Outcomes**

**Wednesday 5/8/24 - Consultation/Related Service Goals**



# Professional Learning Feedback and Contact Hour Form.

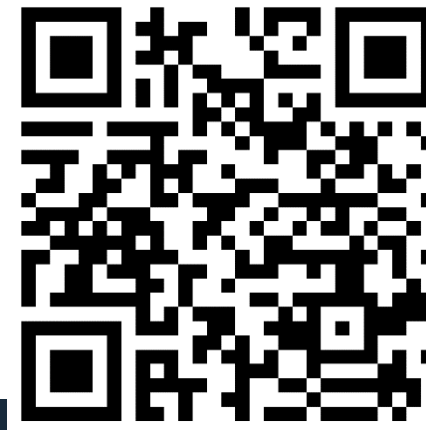
Use the link to complete the form  
on your computer

**OR**

Use the QR code to complete the  
form on your mobile device



<https://forms.office.com/g/by472QQLDJ>





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# THANK YOU!

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**Colette Sullivan – Federal Programs Coordinator**

[colette.sullivan@maine.gov](mailto:colette.sullivan@maine.gov)

**Jennifer Gleason – Educational Specialist**

[jennifer.gleason@maine.gov](mailto:jennifer.gleason@maine.gov)

**Karlie Thibodeau – Educational Specialist**

[karlie.l.thibodeau@maine.gov](mailto:karlie.l.thibodeau@maine.gov)

**Ashley Satre – Educational Specialist**

[ashley.satre@maine.gov](mailto:ashley.satre@maine.gov)

**Julie Pelletier – Secretary Associate**

[julie.pelletier@maine.gov](mailto:julie.pelletier@maine.gov)

