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.

Live Transcription is available.

Maine Department of Education

- Please take a moment and add your name, position and district to the chat box. We like to know who we are talking to!

- Also, we are noting down participating districts to assist in our continued efforts to ensure that each district has the most up to date information.

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Maine Department of Education

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IEP Alignment

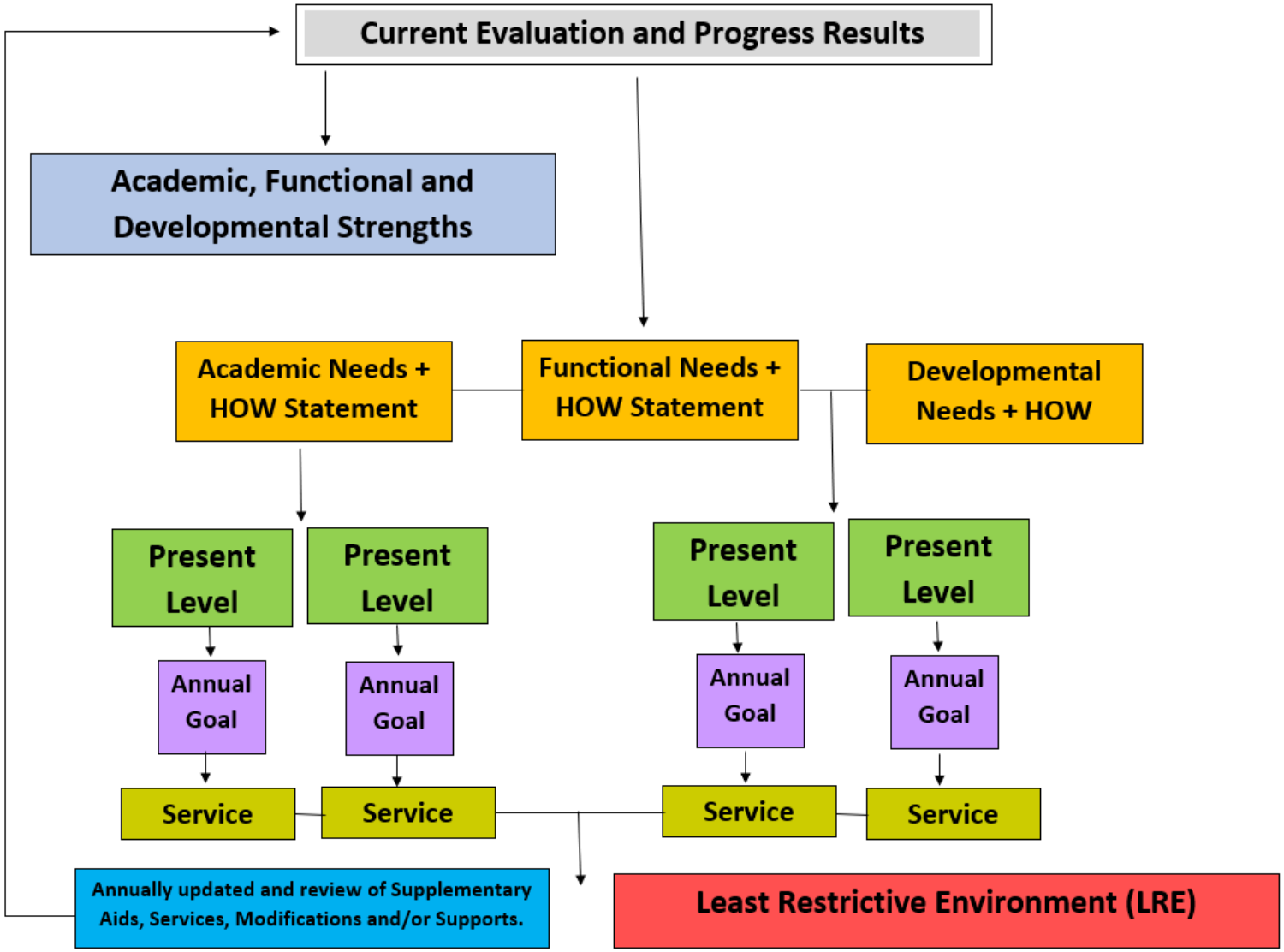
Maine Department of Education

Special Services Team

10/12/2022

Maine Department of Education

Individualized Education Plan IEP Alignment



MUSER IX.3.B(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.

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Evaluations Support Eligibility Determination

Evaluations → Disability Identification

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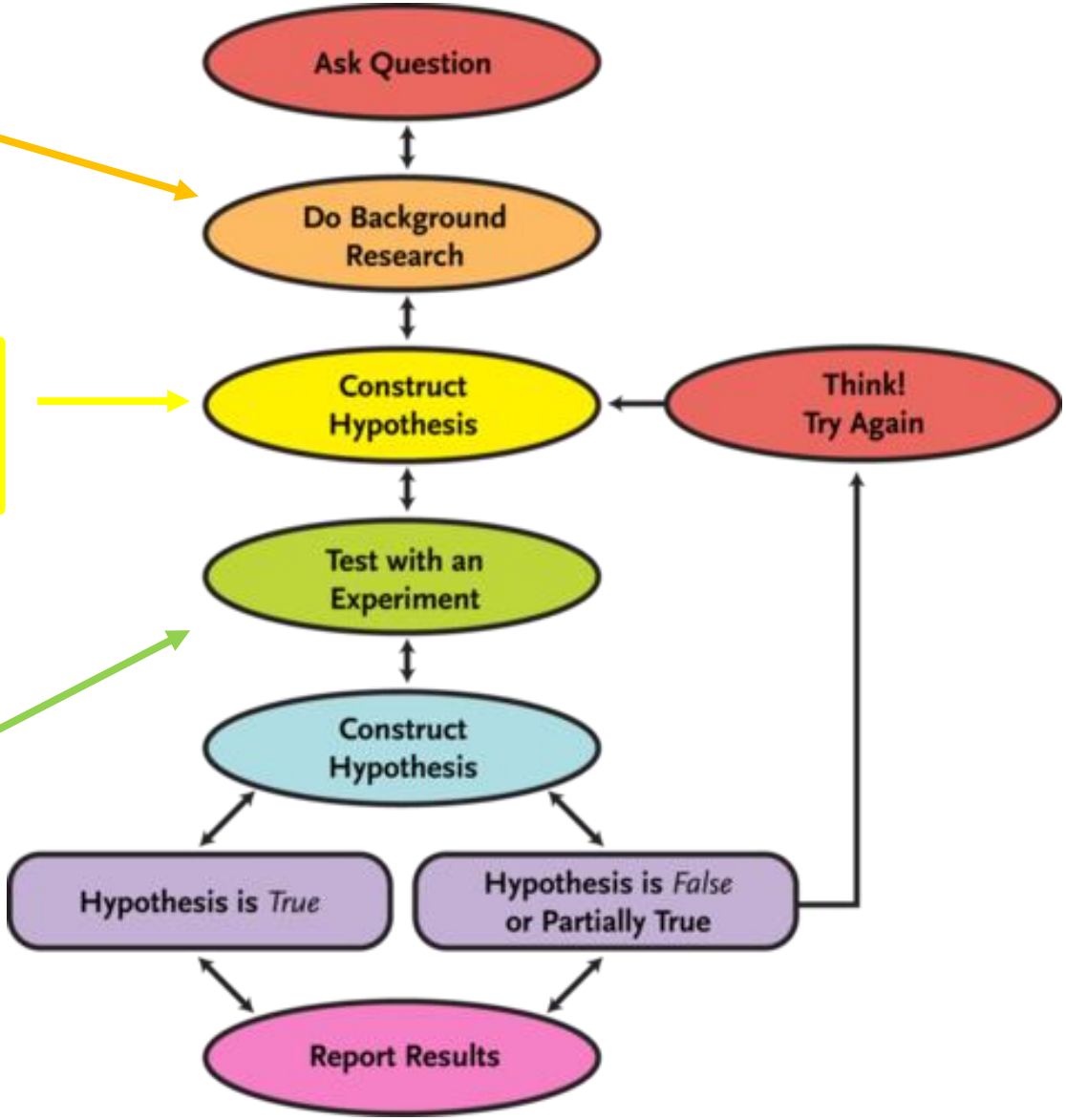
RTI / MTSS

Suspected disability category

Evaluations



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Evaluations listed in Section #4A support eligibility identification in Section #2.

2. DISABILITY

☐ Autism	☐ Deaf-Blindness	☐ Deafness
☐ Developmental Delay (3-5)	☐ Developmental Delay (Kindergarten)	☐ Emotional Disturbance
☐ Hearing Impairment	☐ Intellectual Disability	☐ Visual Impairment (including Blindness)
☒ Other Health Impairment	☐ Orthopedic Impairment	☐ Speech/Language Impairment
☐ Specific Learning Disability	☐ Traumatic Brain Injury	☐ Multiple Disability
		(check all applicable concomitant disabilities)

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), 9/1/2021
(results)

Child Behavior Checklist, Teacher Report (TRF) AND Parent Form (CBC), 9/18/2021
(results)

Woodcock-Johnson, IV, Test of Achievement – Fourth Edition (WJ-IV), 9/3/2021
(results)

Beery Developmental Test for Visual-Motor Integration (VMI 5th Ed.), 9/10/2021
(results)

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Evaluations listed in Section #4A support selections in Section #3.

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), 9/1/2021
(results)

Child Behavior Checklist, Teacher Report (TRF) AND Parent Form (CBC), 9/18/2021
(results)

Woodcock-Johnson, IV, Test of Achievement – Fourth Edition (WJ-IV), 9/3/2021
(results)

Beery Developmental Test for Visual-Motor Integration (VMI 5th Ed.), 9/10/2021
(results)

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	☒ YES ☐ NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	☐ YES ☒ NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	☐ YES ☒ NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	☐ YES ☐ NO ☒ NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	☐ YES ☒ NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	☐ YES ☒ NO
i. Is the child deaf or hard of hearing?	☐ YES ☒ NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	☐ YES ☒ NO
H. Does the child have academic needs?	☒ YES ☐ NO
I. Does the child have functional/developmental needs?	☒ YES ☐ NO
POST-SECONDARY TRANSITION	
J. Is the child in 9th grade or above **OR** is the child 16 years old or older?	☐ YES ☒ NO
i. If **yes**, Section 9 should be completed before completing the remainder of the IEP.	

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Evaluations Determine Skill Gaps

Evaluations

Disability Identification

Academic and Functional Skill Gaps

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Evaluations listed in Section #4A guide **distinctly measurable and persistent skill gaps**.

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:
Executive Function

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Follow visual schedule**
- **Request help**

These gaps affect Sammy's ability to access age-appropriate classroom activities.

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Evaluations listed in Section #4A guide **distinctly measurable and persistent skill gaps**.

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:
Executive Function

Broad

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Follow visual schedule**
- **Request help**

These gaps affect Sammy's ability to access age-appropriate classroom activities.

Specific

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For each skill gap, what is the child's present level of performance?

Evaluations

Disability Identification

Academic and Functional Skill Gaps

Present Level of Performance

One-to-one correspondence. There needs to be a present level for **each** skill gap listed in sections 4C and 4D.

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Present Level of Performance is:

Present Level Of Performance = Baseline Data for Specific Skill Gap

Include statement(s) of the child's current academic performance (baseline data) above each academic annual goal. The present level and annual goal should be aligned to the same skill. The IEP should include a present level and annual goal for all identified academic skill deficits listed in the Needs section. This statement should be written in a way that all members of the IEP Team can understand the current uniqueness of the child's academic performance. This should not include specific levels of programs and curriculum as not all IEP Team members will have foundational knowledge of the program being used and its unique leveling.

- Procedural Manual page 24 & 25

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Present level of performance for **each** distinctly measurable and persistent skill gap.

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Follow visual schedule**
- **Request help**

These gaps affect Sammy's ability to access age-appropriate classroom activities.

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in *cognitive*, *communicative*, *motor*, *adaptive*, *social/emotional* and *sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Sammy is unable to follow a visual schedule.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**

By date, given service, child's name will skill as measured by evidence.

Objective(s) required? ☐ Yes ☐ No

By date, given service, child's name will skill as measured by evidence.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

With adult prompting, Sammy uses a help card to request help in 50% of opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c) (Ctrl) **gress:**

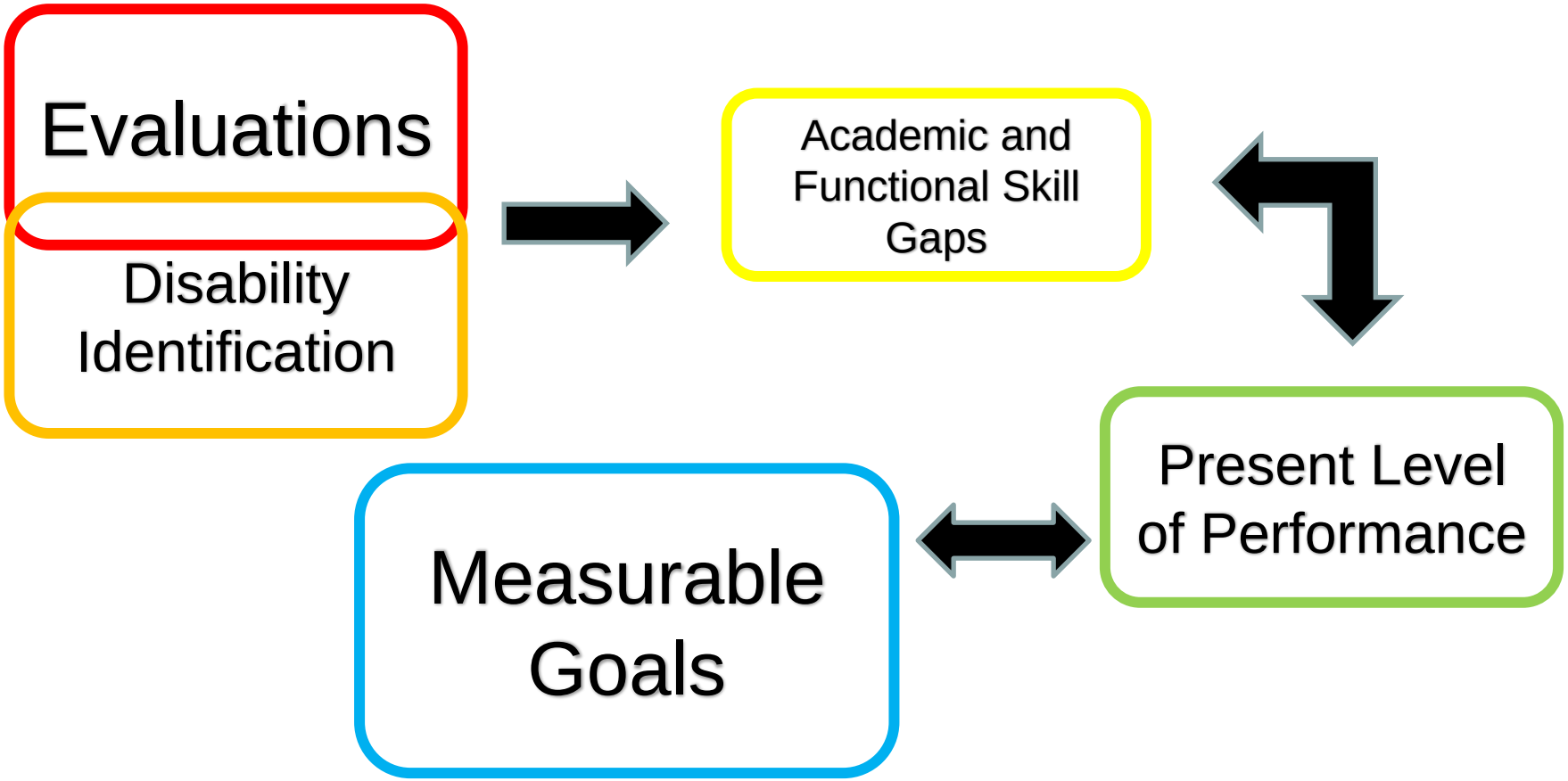
By date, given service, child's name will skill as measured by evidence.

Objective(s) required? ☐ Yes ☐ No

By date, given service, child's name will skill as measured by evidence.

Education

Measurable Goal for <u>each</u> distinctly measurable and persistent skill gap.



One-to-one correspondence. There needs to be a goal for **<u>each</u>** skill gap listed in sections 4C and 4D.

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Measurable Goal for **each** distinctly measurable and persistent skill gap.

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Follow visual schedule**
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These gaps affect Sammy's ability to access age-appropriate classroom activities.

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is [illegible] daily activities in *cognitive*, *communicative*, *motor*, *adaptive*, *social/emotional* and *sensory areas*. **Developmental perfor[illegible]ce** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

Progress:

By date, given service, child's name will skill as measured by evidence.

By June 2023, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1. Remove visual for completed task 2. Place visual on "all done" square 3. Reference visual for next task 4. Travel to appropriate room/area 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

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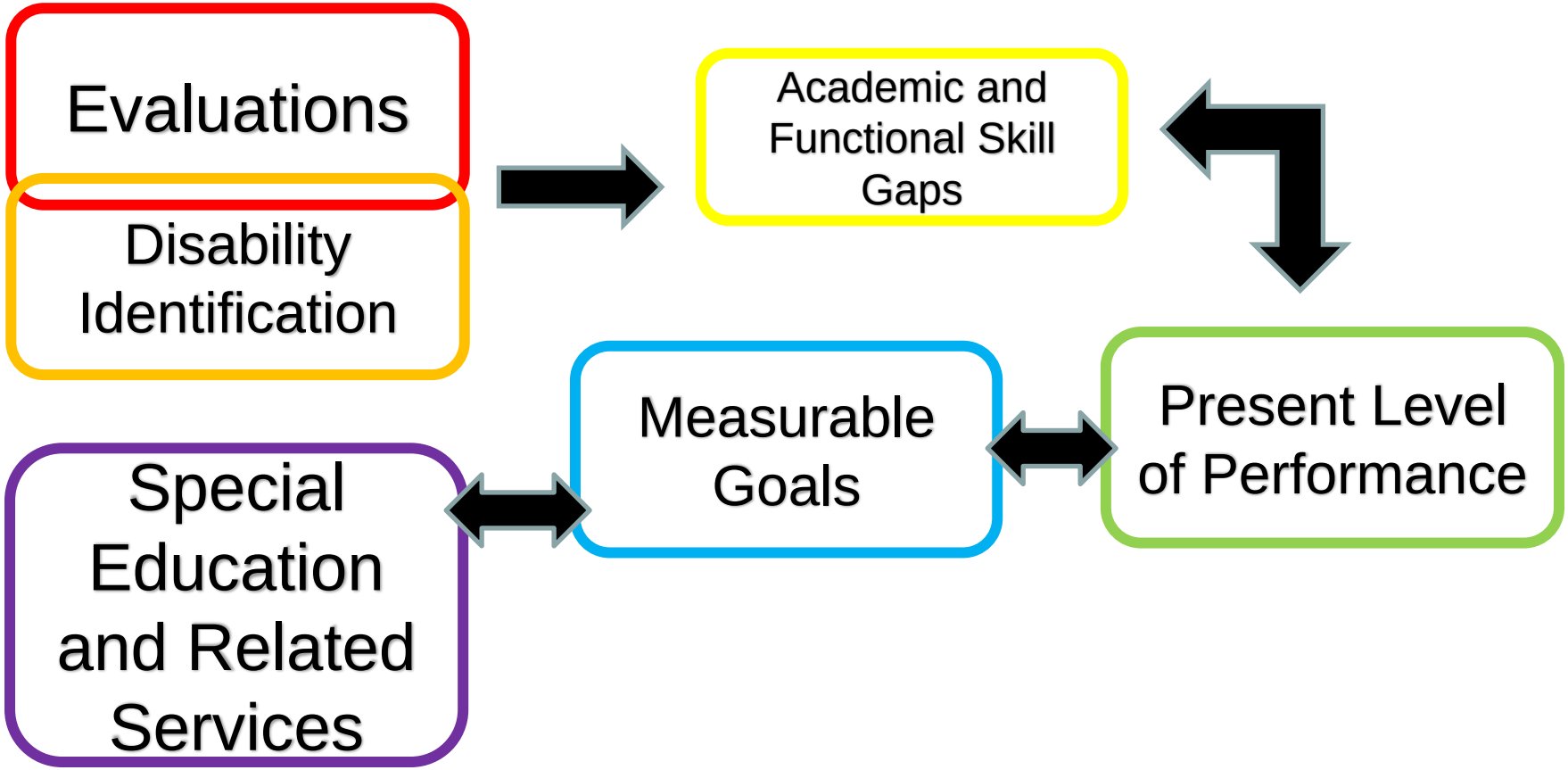
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

Progress:

By date, given service, child's name will skill as measured by evidence.

By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.

Special Education or Related Service provided for each Measurable Goal



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Every ***Goal*** needs a ***Service***

Every ***Service*** needs a ***Goal***

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Is it considered Consultation when a special education teacher or service provider checks in with a regular education teacher?

- Consultation is specific to student goals and should be documented in the goal itself. “Given consultation, child will…” or “Given specially designed instruction and consultation child will…”
- Teacher to teacher check-in is an accommodation and should be documented in Section 6.

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Service for each Measurable Goal.

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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 **Executive Function**	**Special Education Teacher**	**Special Education**	**1 hour / 5x per week**	**6/19/2022 – 6/18/2023**
Speech/Language Services				
Related Services	**Position Responsible**	**Location**	**Frequency**	**Duration Beginning and End Date**
Transportation				
Other **BCBA consultation**	**BCBA**	**Special Education**	**30 min per week**	**6/19/2022 – 6/18/2023**

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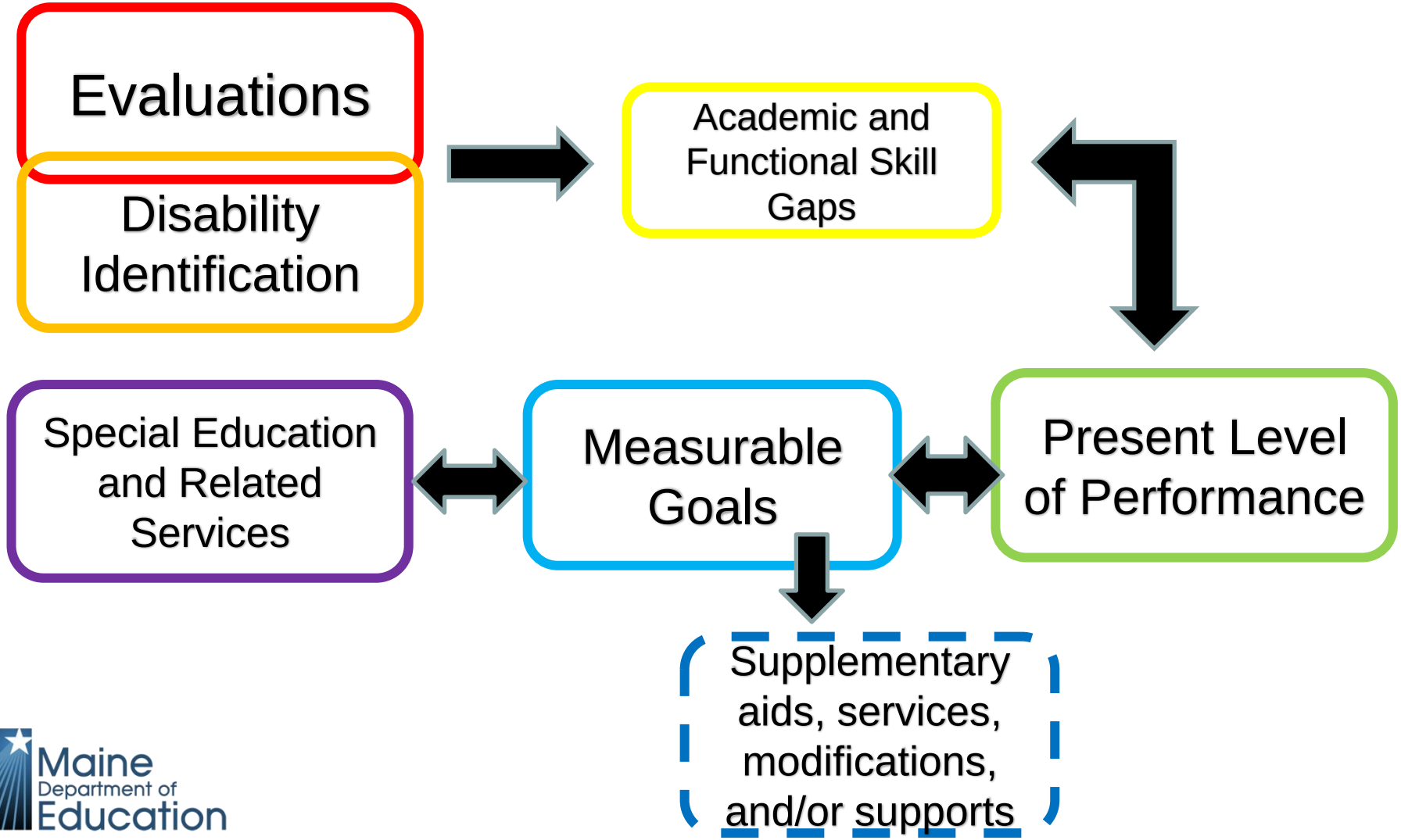
Supplementary aids, services, modification, and/or supports



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Supplementary aids, services, modification, and/or supports

PLEASE NOTE:

If a support, aid, or modification is referenced in a goal because the student needs it to be successful, it should be listed in Section 6 of the IEP.

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Supplementary aids, services, modification, and/or supports

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in *cognitive*, *communicative*, *motor*, *adaptive*, *social/emotional* and *sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3. & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Visual supports, including: **Visual schedule** **Help card**	☒ Classroom Instruction ☒ Classroom Assessment ☒ District-wide Assessment ☒ State Assessment	**Special education and General education**	**As needed**	**6/19/2022 – 6/18/2023**

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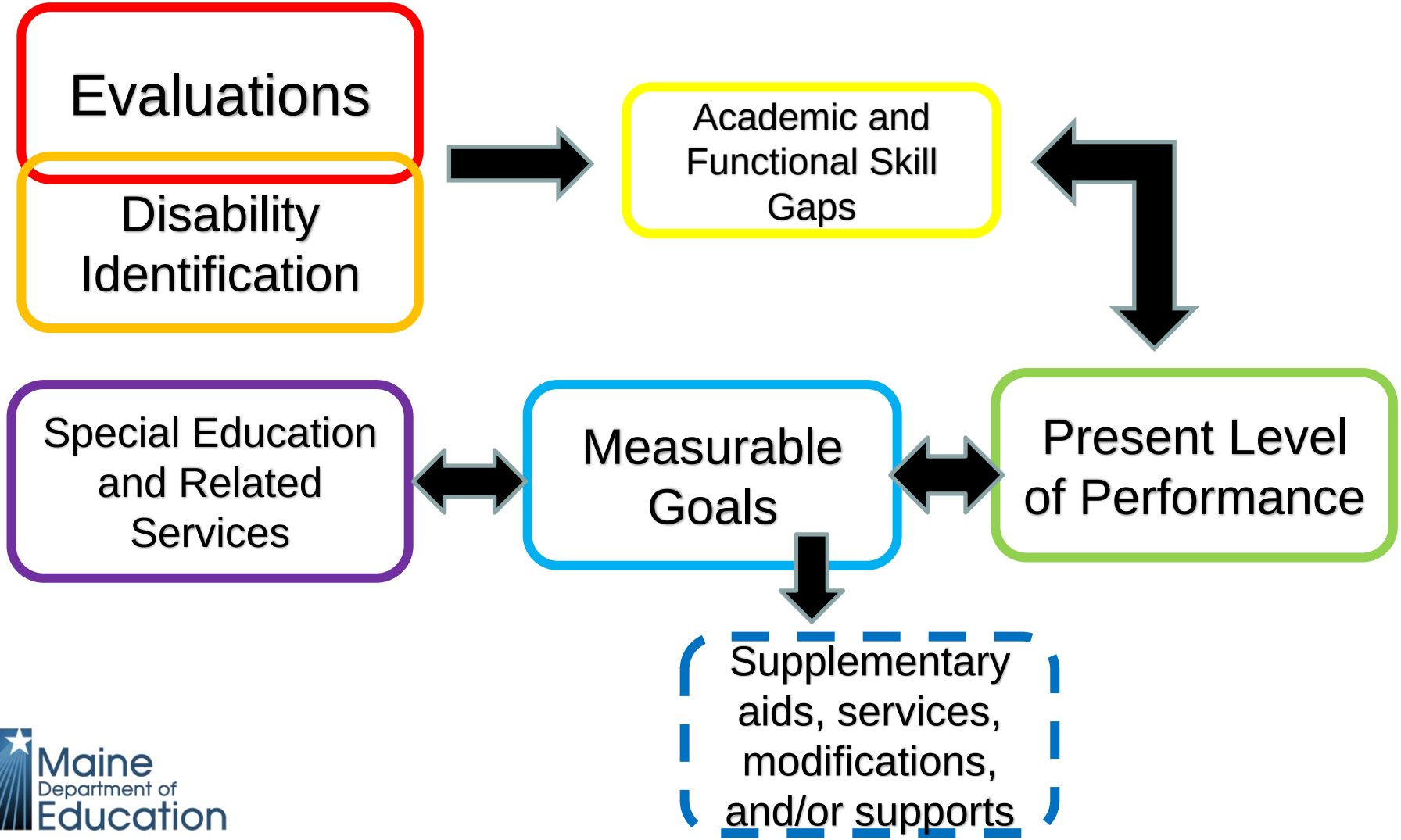
Supplementary aids, services, modification, and/or supports



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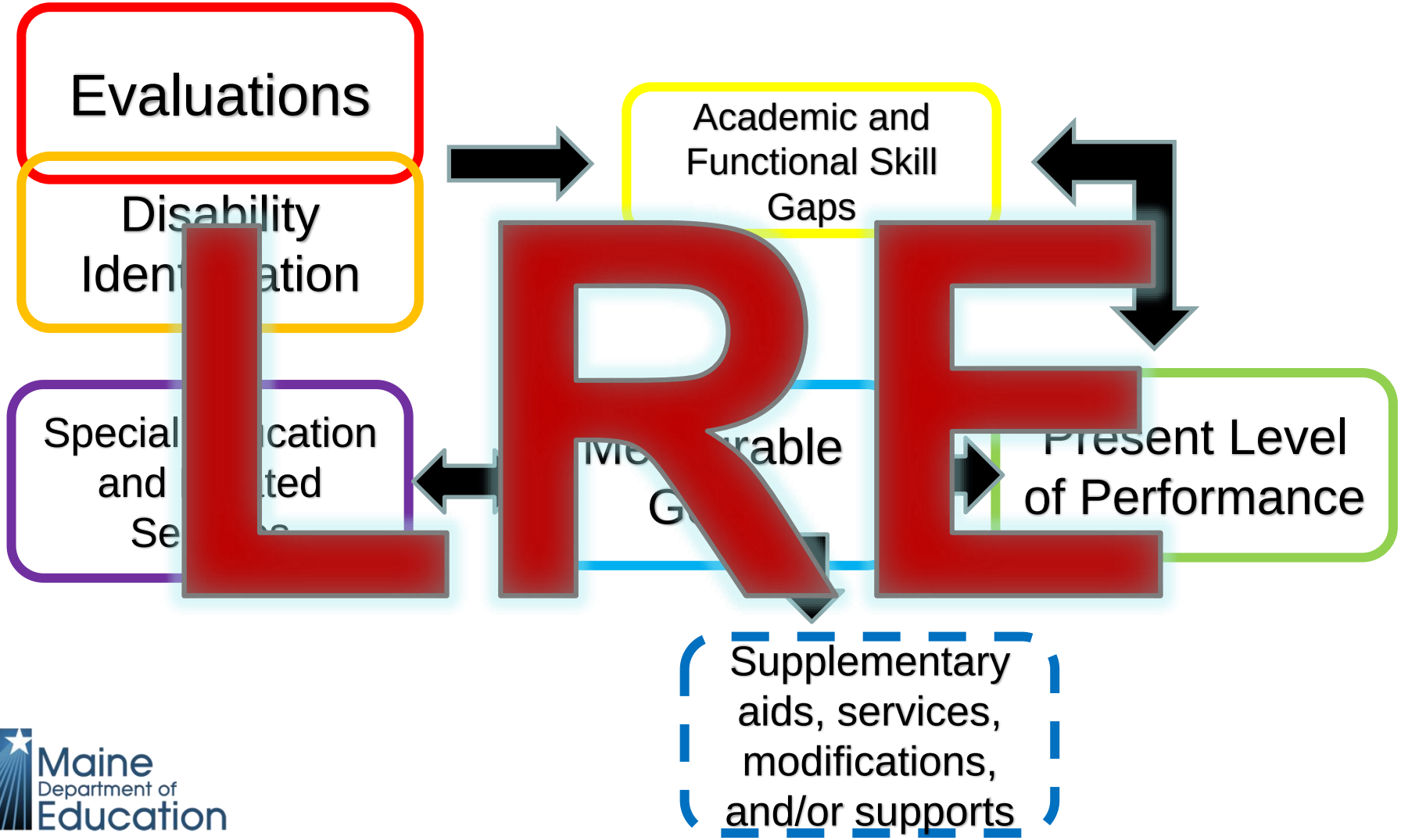
Supplementary aids, services, modification, and/or supports



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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 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]

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Least Restrictive Environment

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 ☐	Less than 10 hours ☐	Total # of hours:	

FOR K-12 ONLY	
What percentage of time is this child with non-disabled children? **73%**	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)): **Sammy's Other Health Impairment due to ADHD is to such a degree that he requires individual and small group instruction in the special education environment.**

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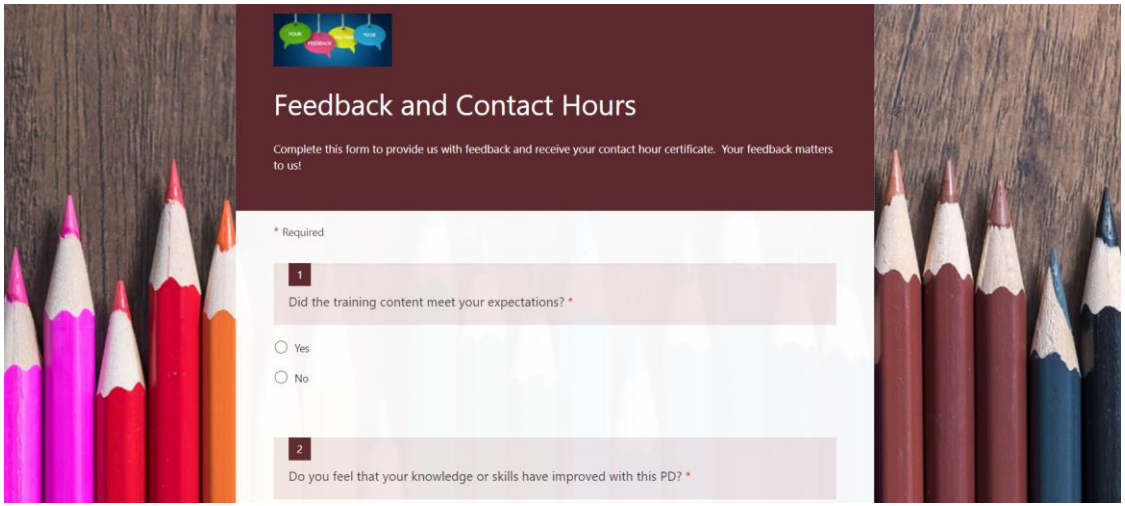
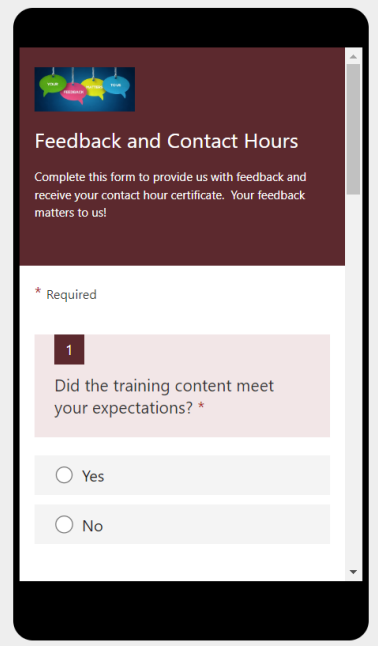


https://forms.office.com/g/by472QQLDJ

Use the link to complete the form on your computer

OR

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



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2022-2023 Office Hours

Date	Topic	Date	Topic
9/14/22	IEP Quick Reference Sheet	2/8/23	Transition Plans and Extended Eligibility Options
9/28/22	Eligibility – Evaluations, Eligibility Forms, Multiple Disabilities	2/15/23	Multi-Lingual Learner Document
10/12/22	Alignment – Evaluations, Needs/How, Present Level, Goals, Services, LRE	3/8/23	Written Notice
10/26/22	Distinctly Measurable Persistent Academic and Functional Skills/How Statement	3/22/23	Federal Indicators – B4, B9, B10,
11/9/22	Measurable Goals (Avoiding Outcomes)	4/12/23	Summary of Performance Document
12/14/22	Supplementary Aids, Services, Modifications and Supports – Including Consultation and LRE	4/26/23	Abbreviated Day
12/22/21	Disability Alignment – DIB1	5/10/23	Orientation and Mobility
1/11/23	Transition from CDS to Public School	5/24/23	Data Collection
1/25/23	Alternate Assessment Process		

https://www.maine.gov/doe/calendar

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