

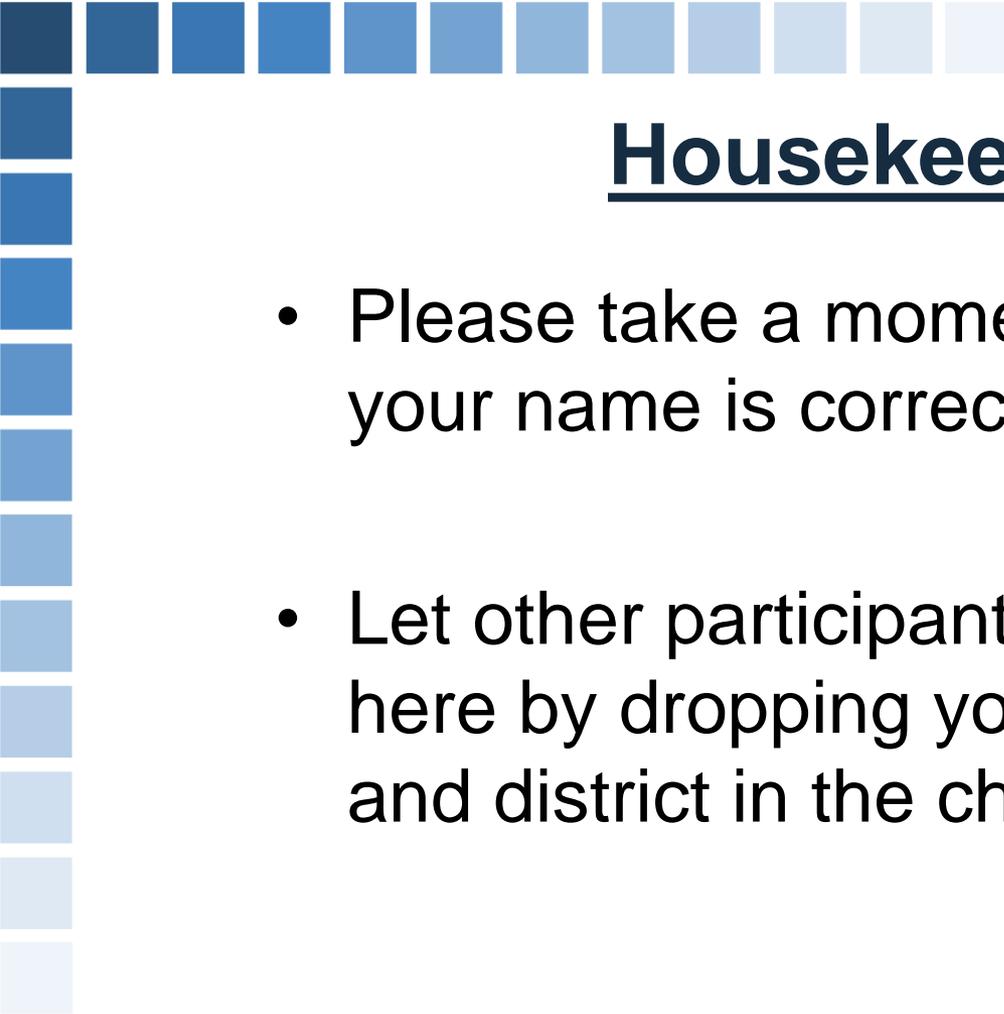
welcome

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This Training is being Recorded.

When you enter the meeting, you've been put on mute.

**Please drop any questions in the Chat Box
and we will answer them.**



Housekeeping

- Please take a moment and make sure your name is correctly displayed.
- Let other participants know who is here by dropping your name, position and district in the chat



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Summary of Performance

**Office of Special Services:
Maine Department of
Education**



Colette Sullivan
Federal Programs Coordinator



Leora Byras
Special Education Consultant



Jennifer Gleason
Special Education Consultant



Karlle Thibodeau
Special Education Consultant



Julie Pelletier
Secretary Associate



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Karlie Thibodeau – Special Education Consultant

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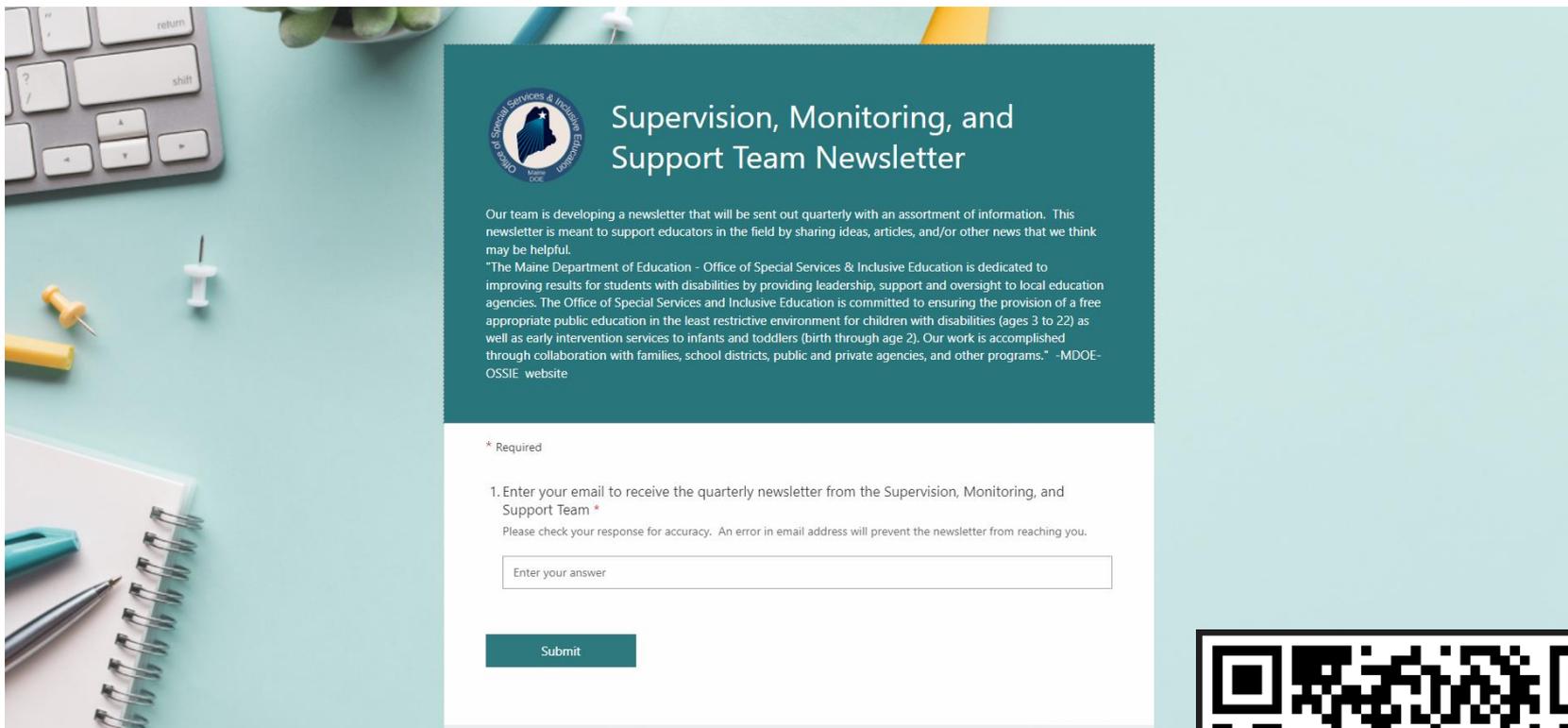
Julie Pelletier – Secretary Associate

julie.pelletier@maine.gov



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Supervision, Monitoring, and Support Team Newsletter Sign-Up





Supervision, Monitoring, and Support Team Newsletter

Our team is developing a newsletter that will be sent out quarterly with an assortment of information. This newsletter is meant to support educators in the field by sharing ideas, articles, and/or other news that we think may be helpful.

"The Maine Department of Education - Office of Special Services & Inclusive Education is dedicated to improving results for students with disabilities by providing leadership, support and oversight to local education agencies. The Office of Special Services and Inclusive Education is committed to ensuring the provision of a free appropriate public education in the least restrictive environment for children with disabilities (ages 3 to 22) as well as early intervention services to infants and toddlers (birth through age 2). Our work is accomplished through collaboration with families, school districts, public and private agencies, and other programs." -MDOE-OSSIE website

* Required

1. Enter your email to receive the quarterly newsletter from the Supervision, Monitoring, and Support Team *

Please check your response for accuracy. An error in email address will prevent the newsletter from reaching you.

Submit

<https://forms.office.com/g/nV0KHG0DAj>



Procedural Manual



Special Education Required Forms Procedural Manual



Updated 8/1/2020

Table of Contents

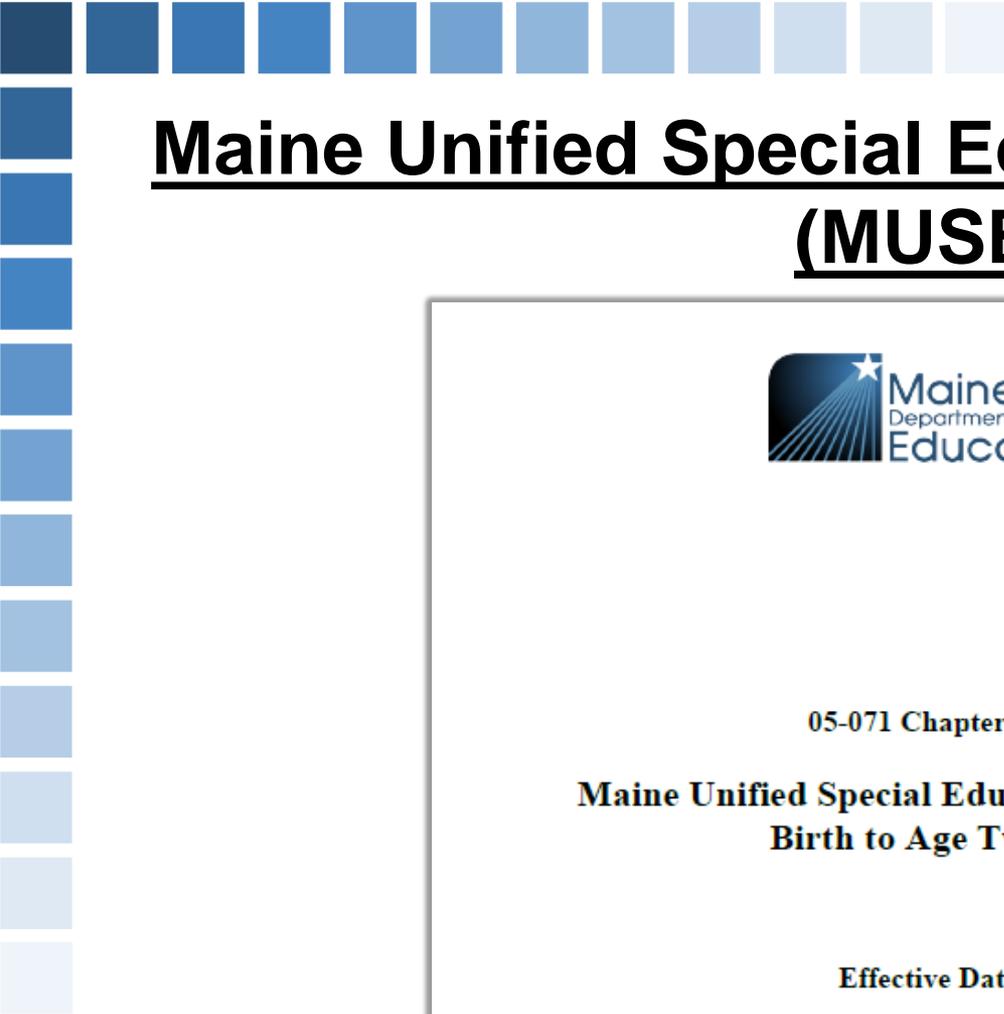
	Page
Advance Written Notice	3
Determination of Adverse Effect	6
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS NOT being Discussed	12
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS being Discussed	13
Individualized Education Program	14
Parental Consent for Evaluation	43
Parental Consent to Invite Other Agencies to IEP Meetings – Postsecondary Goals & Transition Services	47
Referral for Special Education Services	49
Revocation of Special Education Services	60
Seven Day Waiver	61
Specific Learning Disability Eligibility Form	62
Speech or Language Impairment Eligibility Form	74
Summary of Performance	82
Written Notice	87

The IEP Committee:

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

2

<https://www.maine.gov/doe/learning/specialed/manual>



Maine Unified Special Education Regulations (MUSER)



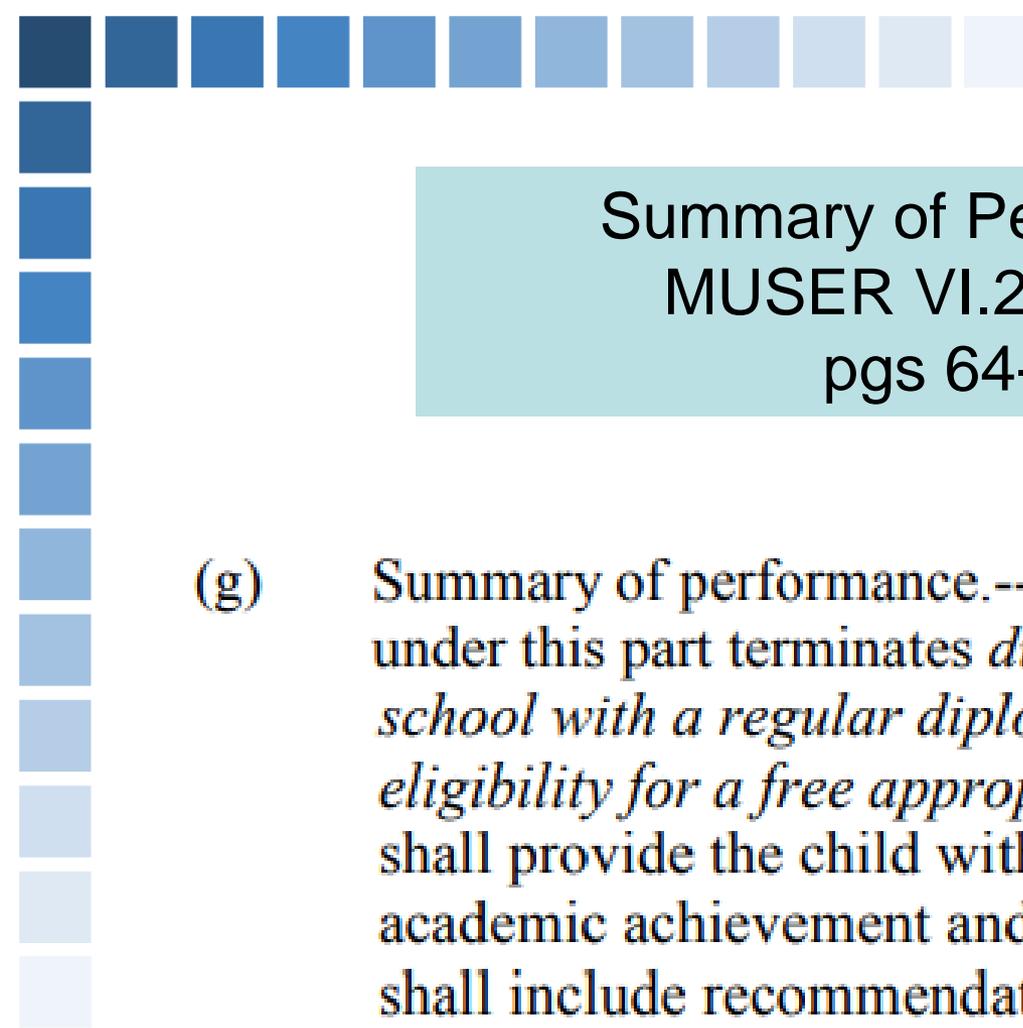
05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty

Effective Date:

August 25, 2017

<https://www.maine.gov/doe/cds/muser>



Summary of Performance
MUSER VI.2.C.(3)(g)
pgs 64-65

- (g) Summary of performance.--For a child whose eligibility under this part terminates *due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a free appropriate public education*, an SAU shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

Maine State Requirements – Italicized

Federal Statutory or Regulatory Requirements – Not Italicized

Procedural Manual – Summary of Performance

Table of Contents

	Page
Advance Written Notice	3
Determination of Adverse Effect	6
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS NOT being Discussed	12
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS being Discussed	13
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Parental Consent for Evaluation	43
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Summary of Performance	82
Written Notice	87

Summary of Performance

This form is used to:

- Provide information and recommendations designed to assist the child after graduating or aging out.



Summary of Performance

Maine Unified Special Education Regulations (MUSER) V.3.F(2)(b)

Date Given to Child:	<input type="checkbox"/> Document date given - prior to his/her exit from high school, by graduation date or exit date	SAU:	
Child's Name:			School:
Date of Birth:	Grade:	School Phone:	
Parent/Guardian Name:			School Address:
Parent/Guardian Address:			City, State Zip:
Parent/Guardian City, State Zip:			School Contact:

Suggested practice: notify the child at the age of majority that the SAU will continue to send paperwork to the parent/guardian unless the child directs the SAU to stop.

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Act (IDEA) 34 CFR 300.305(e)(3) and must be completed on this form and format. The SOP is important to assist the children graduating from high school to higher education, training and/or employment. The SOP is needed for children graduating with a standard diploma and for children who have exceeded the age of eligibility (age 20) for special education services.

*These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for Section 504 services in a post-secondary education or employment setting. Post-secondary settings will continue to make eligibility decisions on a case-by-case basis when a child self identifies to a post-secondary institution.*

This document is required under the reauthorization of IDEA (2004).





Summary of Performance

Directions:

- The Summary of Performance (SOP) must be completed during the final year of a child's high school education using the most current information available regarding the child's performance.
- The SOP should be written in a way that is useful to the child. It may be accompanied by documents useful in assisting the child with the transition from high school to a higher education, training, or employment setting.
- Statements should be positive and supportive of the child's post-secondary goals. This summary is an opportunity to describe ways in which the child positively impacted the high school environment.
- The summary should be written with the child's input/child inclusive practice. Review of this document with the child is suggested.



Summary of Performance

Section I: Summary of Academic Achievement

Section I: Summary of Academic Achievement

The following is a summary of the child's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate section below).

Specifically discuss the child's current level of academic performance, summarizing the strengths and needs of the child. Including but not limited to:

- Reading (comprehension, fluency)**
- Math (calculations, algebraic problem solving)**
- Language (written, speaking, listening, spelling)**
- Learning skills (work habits, note taking, keyboarding, organization time management, assignment completion, study skills, test taking skills)**
- Must include data (scores, grades, evaluation/assessment data)**
- How the child has progressed towards meeting grade level standards**
- How the child's disability affected his/her schoolwork and school activities and supports that were tried and found successful**
- Use student friendly language-they should know their strengths and weaknesses**

Summary of Performance

Section II: Summary of Functional Performance

Section II: Summary of Functional Performance

The following information is a summary of the child's functional performance, i.e., life/community access skills and vocational skills, essential accommodations/modifications and/or assistive technology that may have been utilized in accessing the high school environment.

Functional performance information is intended to help postsecondary institutions consider accommodations for access. Reference the accommodations and modifications that were beneficial to the child.

Use the present level of functional performance section of the IEP, including but not limited to:

- General ability to problem solve (reasoning and processing)**
- Attention and executive functioning, memory, processing speed, impulse control, activity level**
- Social work, counseling, speech, PT, and OT input**
- Behavior: interaction with others, responsiveness to services**
- Extra-curricular activities, confidence in activities**
- Persistence in the learning environment**
- Independent living skills, such as self-care level, leisure skills, personal safety, transportation and mondy skills**
- Environmental access/mobility (assistive technology, mobility, transportation)**
- Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals)**
- Career/employment (interests, experiences, exploration, aptitudes)**



Summary of Performance

Section III: Recommendations for Education



Section III: Recommendations to assist the child in meeting post-secondary goals

The following are suggestions for accommodations to enhance access to the following post-high school environments.

Education

Recommendations for child action, include but are not limited to:

- Consider competing CAN training at a nursing home
- Complete situational assessment funded by Voc Rehab
- Meet with Student Services to discuss disability and to advocate for accommodations
- Meet with new instructors prior to courses starting to ease anxiety

Some children with disabilities may have needed accommodations to participate in the general curriculum; many of these are transferrable to the postsecondary setting. Including but not limited to:

- Curriculum accommodations: provide audiotapes of textbooks, use highlighters to mark important sections, provide a model of end-product with directions, provide overview of long-term assignments, have child practice presentation before presenting to class or group
- Environmental accommodations: provide a computer for written work, provide a separate work space, allow use of a calculator
- Time/Transition accommodations: provide additional time to complete tasks, provide detailed directions, provide visual aids, when possible, allow voluntary exit from class when child is in high stress or unsafe place, give child progress reports through process of task or assignments

Summary of Performance

Section III: Recommendations for Employment

Employment

Recommendations for child action, include but are not limited to:

- Stay in touch with Vocational Rehabilitation (Department of Labor) counselor to obtain help with new or additional employment
- Meet with supervisors when unsure of expectations or to communicate needs or accommodations
- Meet with Human Resources to walk through benefits of employment package (if appropriate)

Employment accommodations may include but are not limited to:

- Check-in with time management and organization needs
- Use non-verbal cues to remind child of expectations
- Provide step-by-step instructions
- Allow practice of task before independently performing
- Allow job shadowing and peer mentoring to support new expectations





Summary of Performance

Section III: Recommendations for Training

Training

Recommendations for child action, include but are not limited to:

- Consider completing customer service course**
- Consider taking adult education courses to support vocational training courses**

Training accommodations may include but are not limited to:

- Provide step-by-step instructions**
- Provide additional time to complete tasks**
- Provide visual aids when possible**

Summary of Performance

Section III: Recommendations for Independent Living Skills

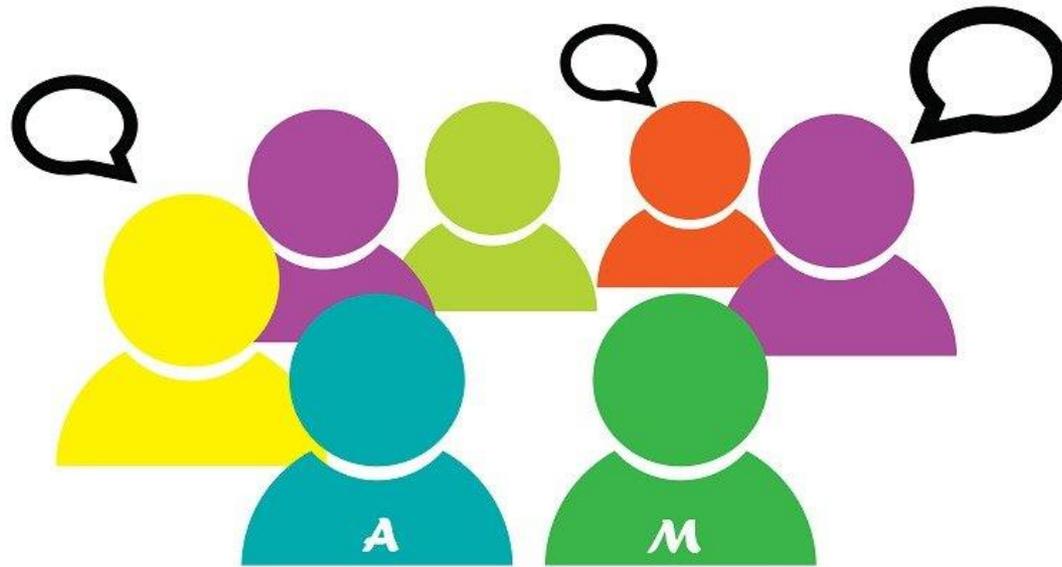
Independent Living Skills (optional)

Recommendations for child action, include but are not limited to:

- Continue to improve budget skills
- Seek support for banking and budget management
- Pay bills with parental assistance
- Work on driving skills
- Monitor regular car maintenance such as oil changes, tire pressure, and tune-up schedule
- Practice laundry skills and cooking at home
- Preplan meals and make shopping lists before entering grocery store
- Review home safety plan
- Access community agencies and resources as needed for services
- Review emergency contacts and phone numbers for support
- Seek support for medical appointments



Chat Box Check In



Let's Review...



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Section I: Summary of Academic Achievement

The following is a summary of the child's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate section below).

Gus has made academic improvements each year at Pretend High School. His ability to grasp concepts, focus on assigned work and seek assistance when he needs help have all improved. Gus has also improved his reading and writing skills.

What's wrong?



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Section I: Summary of Academic Achievement

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Gus has made academic improvements each year at Pretend High School. His ability to grasp concepts, focus on assigned work and seek assistance when he needs help have all improved. Gus has also improved his reading and writing skills.

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

What's wrong?



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Section I: Summary of Academic Achievement

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Gus has made academic improvements each year at Pretend High School. His ability to grasp concepts, focus on assigned work and seek assistance when he needs help have all improved. Gus has also improved his reading and writing skills.

- 
- No data
 - Section 1 must include data



Instead...



Section I: Summary of Academic Achievement

The following is a summary of the child's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate section below).

Gus has made academic improvements each year at Pretend High School. His ability to grasp concepts, focus on assigned work and seek assistance when he needs help have all improved. Gus has also improved his reading and writing skills.

WIAT scores: Reading Fluency: 93; Reading Comprehension: 87; Written Expression: 88

Report Card Grades: Reading: 3-Meets the Standard, Writing: 2-Partially Meets the Standard, Math: 3-Meets the Standard, History: 3-Meets the Standard, Science: 3-Meets the Standard



Remember

Summary of Performance –

- Make sure there are no Blank Boxes/Areas
- Section I must include data



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Professional Learning Feedback and Contact Hour Form.

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

Yes

No

2

Do you feel that your knowledge or skills have improved with this PD? *

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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Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

Yes

No

Resources

Professional Development Calendar –

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

Link for Recordings and Power Points –

<https://www.maine.gov/doe/learning/specialed/pl>

Special Education Resources –

<https://www.maine.gov/doe/learning/specialed/supervision>

Special Education Laws and Regulations –

<https://www.maine.gov/doe/learning/specialed/law>

Special Education Forms and Reporting –

<https://www.maine.gov/doe/learning/specialed/forms>



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