

**2023-2024 Cohort – SAU Tips and Tricks for Writing a Compliant [IEP](#)**

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

<b><u>Finding</u></b>	<b><u>Location</u></b>	<b><u>MUSER Citation</u></b>	<b><u>Criteria</u></b>
<b>RAE1</b>	<b>Section 4A</b>	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>
<b>AFS1</b>	<b>Section 4B</b>	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>
<b>APG2</b>	<b>Section 4C</b>	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>

<p><b>APG4</b></p>	<p><b>Section 4C</b></p>	<p>A statement of how the child’s distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is present in academic gaps section.</p> <p><b>34 CFR 300.320(a)(1)</b> <b>MUSER IX.3.A(1)(a)(i)</b></p>	<ul style="list-style-type: none"> <li>- Academic</li> <li>- How the deficit has an adverse impact on the child accessing the general education curriculum</li> <li>- This MUST be included with the Academic Needs statement</li> </ul>
<p><b>APG6</b></p>	<p><b>Section 4C to Section 5</b></p>	<p>Each identified distinctly measurable and persistent academic gap (skill deficit) listed in Section 4C of the IEP is aligned to a corresponding goal.</p> <p><b>34 CFR 300.320 (a)(2)(i)(A)</b> <b>MUSER IX.3.A(b)(i)</b></p>	<ul style="list-style-type: none"> <li>- Each Academic skill gap in Section 4C is aligned to a goal in Section 5.</li> </ul>
<p><b>FDP2</b></p>	<p><b>Section 4D</b></p>	<p>Functional/developmental needs (distinctly measurable and persistent skill gap) of the child.</p> <p><b>34 CFR 300.324(a)(1)(iv)</b> <b>MUSER IX.3.C(1)(d)</b></p>	<ul style="list-style-type: none"> <li>- Functional/Developmental</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>- Self-Initiation, etc. instead of Cognitive</li> </ul> </li> </ul>
<p><b>FDP7</b></p>	<p><b>Section 4D</b></p>	<p>A statement of how the child’s distinctly measurable and persistent functional gaps (skill deficits) affect their involvement and progress in the general education curriculum is present in functional gaps section.</p> <p><b>34 CFR 300.320(a)(1)</b> <b>MUSER IX.3.A(1)(a)(i)</b></p>	<ul style="list-style-type: none"> <li>- Functional</li> <li>- How the deficit has an adverse impact on the child accessing the general education curriculum.</li> <li>- This MUST be included with the Functional Needs statement.</li> </ul>

<p><b>FDG1</b></p>	<p><b>Section 4D to Section 5</b></p>	<p>Each identified distinctly measurable and persistent functional gap (skill deficit) listed in Section 4D of the IEP is aligned to a corresponding goal.</p> <p><b>34 CFR 300.320 (a)(2)(i)(A)</b> <b>MUSER IX.3.A(b)(i)</b></p>	<ul style="list-style-type: none"> <li>- Each Functional/Developmental skill gap in Section 4D is aligned to a goal in Section 5.</li> </ul>
<p><b>APG3</b></p>	<p><b>Section 5</b></p>	<p>A statement of child’s present levels of academic achievement.</p> <p><b>34 CFR 300.320(a)(1)</b> <b>MUSER IX.3.A(1)(a)</b></p>	<ul style="list-style-type: none"> <li>- Academic</li> <li>- Present Level is a MUST fill and can NOT be left blank</li> <li>- Present Level = Baseline data describing student’s current level</li> <li>- Avoid a range of data (60-70%) and subjective words like “sometimes...”, “often...”, “seems to...” etc.</li> </ul>
<p><b>SBG1</b></p>	<p><b>Section 5 to Section 4</b></p>	<p>Academic goals aligned with the child’s needs (skills gaps) and present level of academic performance and designed to facilitate the child’s achievement of grade level standards or the standards at which the child is performing based on the Maine Learning Results.</p> <p><b>34 CFR 300.320(a)(2)(i)(A)</b> <b>MUSER IX.3.A(1)(b)(i)</b></p>	<ul style="list-style-type: none"> <li>- Must be alignment</li> <li>- Goal &gt; Present Level &gt; Section 4C</li> </ul>

<p><b>SBG3</b></p>	<p><b>Section 5</b></p>	<p>IEP academic goals are measurable (including measurement data or activities to be measured by percent, frequency, or specific demonstration of mastery).</p> <p><b>34 CFR 300.320(a)(2)</b>  <b>MUSER IX.3.A(1)(b)</b>  <b>MUSER IX.3.A(1)(c)</b>  <b>MUSER VII.2</b></p>	<ul style="list-style-type: none"> <li>- Must be skill specific</li> <li>- Can measure goals using – <ul style="list-style-type: none"> <li>- Skill specific measurements/assessments</li> <li>- Qualitative data through teacher observation</li> <li>- Checklist or daily log</li> <li>- Running records</li> <li>- Work samples</li> <li>- Rubrics (attached to the IEP)</li> </ul> </li> <li>- Can NOT measure goals using – <ul style="list-style-type: none"> <li>- Evaluations used for eligibility or continuing eligibility</li> <li>- State and local assessments</li> <li>- Grades or report cards</li> <li>- Specific academic curriculums</li> </ul> </li> </ul>
<p><b>SBG4</b></p>	<p><b>Section 5</b></p>	<p>IEP academic goals have a citation linking them to the grade level general education curriculum standards or the grade level at which the child is performing.</p> <p><b>34 CFR 300.320 (a)(2i)(A)</b>  <b>MUSER IX (3)(b)(i) and (iii)</b></p>	<ul style="list-style-type: none"> <li>- Cite standard</li> <li>- Can be Maine Learning Results, Guiding Principles and/or district adopted standards</li> </ul>
<p><b>SBG5</b></p>	<p><b>Section 5 to Section 7</b></p>	<p>Academic IEP Goal/Special Education Service Alignment</p> <p><b>34 CFR 300.320(a)(4)(i)</b>  <b>MUSER IX.3.A.(1)(d)(i)</b></p>	<ul style="list-style-type: none"> <li>- Every goal needs to be aligned to a service in Section 7</li> </ul>
<p><b>FDP3</b></p>	<p><b>Section 5</b></p>	<p>A statement of the child’s present levels of functional/developmental performance.</p> <p><b>34 CFR 300.320(a)(1)</b>  <b>MUSER IX.3.A(1)(a)</b></p>	<ul style="list-style-type: none"> <li>- Functional/Developmental</li> <li>- Present Level is a MUST fill and can NOT be left blank</li> <li>- Present Level = Baseline data describing student’s current level</li> <li>- Avoid a range of data (60-70%) and subjective words like “sometimes...”, “often...”, “seems to...” etc.</li> </ul>

<p><b>FDP4</b></p>	<p><b>Section 5 to Section 4</b></p>	<p>Functional/developmental goals aligned with the child’s needs (skills gaps) and present level of functional/developmental performance.</p> <p><b>34 CFR 300.320(a)(2)(i)(A) MUSER IX.3.A(1)(b)(i)</b></p>	<ul style="list-style-type: none"> <li>- Must be alignment</li> <li>- Goal &gt; Present Level &gt; Section 4D/E</li> </ul>
<p><b>FDP5</b></p>	<p><b>Section 5</b></p>	<p>IEP Functional/developmental goals are measurable (to be measured by percent, frequency, or specific demonstration of mastery).</p> <p><b>34 CFR 300.320(a)(2) MUSER IX.3.A(1)(b) MUSER IX.3.A(1)(c) MUSER VII.2</b></p>	<ul style="list-style-type: none"> <li>- Must be skill specific</li> <li>- Avoid writing goals that are outcome/age appropriate expectations</li> <li>- Outcome based goals are age appropriate expectations we want for ALL children</li> <li>- Examples of outcome-based goals might include: <ul style="list-style-type: none"> <li>- “Child will increase attendance at school...”</li> <li>- “Child will decrease tantrum behavior...”</li> <li>- “Child will wear a mask...”</li> </ul> </li> <li>- Focus on the skill deficits that interfere with the child’s ability to reach those outcomes</li> </ul>
<p><b>FDP6</b></p>	<p><b>Section 5 to Section 7</b></p>	<p>Functional/Developmental IEP Goal/Special Education/Related Service Alignment</p> <p><b>34 CFR 300.320(a)(4)(i) MUSER IX.3.A.(1)(d)(i)</b></p>	<ul style="list-style-type: none"> <li>- Every goal in Section 5 needs to be aligned to a service in Section 7</li> </ul>

<p><b>SAS1</b></p>	<p><b>Section 6</b></p>	<p>A statement of supplementary aids, services, modifications, and/or supports to be provided to the child.</p> <p><b>34 CFR 300.320(a)(4)</b> <b>MUSER IX.3.A(1)(d)</b></p>	<ul style="list-style-type: none"> <li>- Teaching supports/tools included for student to be successful in general education and special education</li> <li>- MUST fill all boxes across the row <ul style="list-style-type: none"> <li>- If a supplementary aid, service, modification and/or support is listed-check when/where can be used, fill location, frequency, and duration</li> </ul> </li> <li>- Ed techs, BHPs, related service assistants, collaborations between staff are listed here, NOT the service grid</li> </ul>
<p><b>ALT1</b></p>	<p><b>Section 6B</b></p>	<p>The Participation Guideline document is used annually to determine if a student meets or does not meet the criteria for participating in alternative assessments.</p> <p><b>34 CFR 300.320(a)(6)(ii)</b> <b>MUSER IX.3.A(1)(f)(ii)</b></p>	<ul style="list-style-type: none"> <li>- This is a MUST FILL</li> <li>- Please do not leave it blank.</li> <li>- The IEP team decides, based on the Participation Decision Flowchart, if the child participates in the Alternate Assessments.</li> <li>- If 'Yes', an explanation MUST be present</li> </ul>
<p><b>ALT2</b></p>	<p><b>Section 6B</b></p>	<p>If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives linked to alternate standards.</p> <p><b>34 CFR 300.320(a)(2)(ii)</b> <b>MUSER IX.3.A(1)(a)(iii)</b></p>	<ul style="list-style-type: none"> <li>- If the child does participate, their academic goals MUST have objectives.</li> </ul>
<p><b>SVC1</b></p>	<p><b>Section 7 to Section 5</b></p>	<p>Service Grid/Goal Alignment</p> <p><b>34 CFR 300.320(a)(4)(i)</b> <b>MUSER IX.3.A(1)(d)(i)</b></p>	<ul style="list-style-type: none"> <li>- Every service in Section 7 needs to be aligned to a goal in Section 5</li> <li>- Consultation is goal specific and must be aligned to a goal in Section 5</li> </ul>

<b>SVC2</b>	<b>Section 7</b>	<p>A statement of the special education and related services to be provided.</p> <p><b>34 CFR 300.320(a)(4)</b> <b>MUSER IX.3.A(1)(d)</b></p>	<ul style="list-style-type: none"> <li>- Child's needs drive services and frequency, not school schedule</li> <li>- Location can be Special Education, General Education or Both</li> <li>- Document frequency in parent friendly, understandable terms</li> <li>- Service time is actual delivery time of SDI provided</li> <li>- Do NOT include content areas (SS, Science) in Service Grid</li> <li>- Responsible position is certified staff only (no ed tech or assistants)</li> </ul>
<b>LRE1</b>	<b>Section 8</b>	<p>An explanation of the extent, if any, to which the child will not participate with non-disabled students in the regular class and in extra-curricular and other non-academic activities.</p> <p><b>34 CFR 300.114(a)(2)</b> <b>MUSER IX.2.B</b></p>	<ul style="list-style-type: none"> <li>- Do not restate service times</li> <li>- Include how the Nature and Severity of the Disability affect the student's ability to be with same-age peers</li> </ul>
<b>DIB1</b>	<b>Whole IEP</b>	<p>The IEP is reflective of the child's identifying disability category.</p> <p><b>34 CFR 300.320(a)(2)</b> <b>MUSER VI.2.J(4)</b></p>	<ul style="list-style-type: none"> <li>- Programming must be included to support the disability</li> <li>- Examples of Disability Misalignment might include: <ul style="list-style-type: none"> <li>- Specific Learning Disability with no academic programming</li> <li>- OHI (ADD/ADHD) with no functional programming</li> </ul> </li> <li>- Programming must address the adverse impact of the disability</li> </ul>
<b>APG5</b>	<b>Section 5 of current and prior IEPs</b>	<p>Academic annual progress of the child.</p> <p><b>34 CFR 30.324(b)(1)(i)</b> <b>MUSER IX.3.D(1)(a)</b> <b>Andrew F. v. Douglas County School District RE-1, 580 U.S. ____ (2017)</b></p>	<ul style="list-style-type: none"> <li>- Make sure that academic goals change from year to year</li> <li>- Increase rigor, level of independence etc.</li> </ul>

<b>FDG2</b>	<b>Section 5 of current and prior IEPs</b>	Functional annual progress of the child.  34 CFR 30.324(b)(1)(i) MUSER IX.3.D(1)(a) Andrew F. v. Douglas County School District RE–1, 580 U.S. ___ (2017)	<ul style="list-style-type: none"> <li>- Make sure that functional goals change from year to year</li> <li>- Increase rigor, level of independence etc.</li> </ul>
<b>TRA1</b>	<b>AWN</b>	Purpose of Meeting  34 CFR 300.322(b)(2)(i)(A) MUSER VI.2.H(b)(i)(I)	<ul style="list-style-type: none"> <li>- purpose of the meeting is checked on the AWN (Post-secondary goals and transition services)</li> </ul>
<b>TRA2</b>	<b>AWN</b>	Child Invited to Meeting  34 CFR 300.321(b)(1) MUSER VI.2.C(3)(c)	<ul style="list-style-type: none"> <li>- child is invited to the meeting</li> <li>- best practice is including them in the salutation e.g., “Dear Parent and Student”</li> <li>- list as participant invited to the meeting</li> </ul>
<b>TRA3</b>	<b>IEP 9G &amp; Parental Consent Form</b>	Agency Invited with Parent’s PRIOR Consent  34 CFR 300.321(b)(3) MUSER VI.2.C(3)(e)	<ul style="list-style-type: none"> <li>- if appropriate, a representative of any participating agency is invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority</li> <li>- documented with Parental Consent to Invite Other Agencies to IEP Meetings-Postsecondary Goals &amp; Transition Services</li> </ul>
<b>TRA4</b>	<b>WN</b>	Post-Secondary Goals Updated Annually  34 CFR 300.320(b) MUSER IX.3.A(1)(h)	<ul style="list-style-type: none"> <li>- document/statement in the WN that the transition plan and post-secondary goals are being updated</li> </ul>
<b>TRA5</b>	<b>IEP 9B</b>	Post-Secondary Goals Age-Appropriate Assessments  34 CFR 300.320(b)(1) MUSER IX.3.A(1)(h)(i)	<ul style="list-style-type: none"> <li>- document all transition assessments that have been completed</li> <li>- best practice is to include the year the assessment was provided</li> </ul>



<b>TRA6a</b>	<b>IEP 9D</b>	Measurable Post-Secondary Goals in Education/Training  <b>34 CFR 300.320(b)(1)</b>	<ul style="list-style-type: none"> <li>- document the type of education and or training the child will receive in order to pursue their career choice</li> </ul>
<b>TRA6b</b>	<b>IEP 9D</b>	Measurable Post-Secondary Goals in Employment  <b>34 CFR 300.320(b)(1)</b> <b>MUSER IX.3.A(1)(h)(i)</b>	<ul style="list-style-type: none"> <li>- take the education or training goal and make a statement about employment</li> <li>- education/training and Employment goals should be in alignment</li> </ul>
<b>TRA6c</b>	<b>IEP 9D</b>	Measurable Post-Secondary Goals in Independent Living  <b>34 CFR 300.320(b)(1)</b> <b>MUSER IX.3.A(1)(h)(i)</b>	<ul style="list-style-type: none"> <li>- should be considered for all children, not just those with significant cognitive deficits</li> </ul>
<b>TRA7</b>	<b>IEP 9E</b>	Course of Study (4 years)  <b>34 CFR 300.320(b)(2)</b> <b>MUSER IX.3.A(1)(h)(ii)</b>	<ul style="list-style-type: none"> <li>- indicate a multi-year high school plan (first year of high school to anticipated exit date)</li> <li>- align with and will enable the student to meet postsecondary goals</li> </ul>
<b>TRA8</b>	<b>IEP 9F</b>	Transition Services ( <u>NOT</u> "Child will..." statements)  <b>34 CFR 300.320(b)(2)</b> <b>MUSER IX.3.A(1)(h)(ii)</b>	<ul style="list-style-type: none"> <li>- best documented in a bulleted list</li> <li>- should NOT include future services/activities</li> <li>- leave previous years services in this section</li> </ul>
<b>TRA9</b>	<b>IEP Section 5</b>	Alignment Between Transition Goals and Annual Goals  <b>34 CFR 300.43(a)(2)</b> <b>MUSER VI.2.C(3)(a)</b>	<ul style="list-style-type: none"> <li>- at least one annual goal in Section 5 that addresses the post-secondary goals</li> </ul>

## Eligibility Forms

<u>Finding</u>	<u>What</u>
FOT2	<p>Summary of Performance –</p> <ul style="list-style-type: none"> <li>• Make sure there are no Blank Boxes/Areas</li> <li>• Section I must include data</li> </ul> <p style="text-align: right;">34 CFR 300.305(e)(3) MUSER VI.2.C(3)(g)</p>
FOT3	<p>Specific Learning Disability Eligibility Form –</p> <ul style="list-style-type: none"> <li>• Make sure there are no Blank Boxes/Areas</li> <li>• Verification must include data</li> <li>• Include Strengths and Weaknesses</li> <li>• Team Members must sign the document</li> </ul> <p style="text-align: right;">34CFR 300.309(a) MUSER VII.2.L(2)</p>
FOT3a	<ul style="list-style-type: none"> <li>• Document conversation/completion of form in Written Notice</li> </ul> <p style="text-align: right;">MUSER VII.3</p>
FOT4	<p>Speech/Language Eligibility Criteria –</p> <ul style="list-style-type: none"> <li>• Document the criteria that documents adverse impact</li> <li>• Verification must include data</li> <li>• Document and Include all Severity Rating Scales</li> </ul> <p style="text-align: right;">34 CFR 300.8(c)(11) MUSER VII.2.K(2)</p>
FOT4a	<ul style="list-style-type: none"> <li>• Document conversation/completion of form in Written Notice</li> </ul> <p style="text-align: right;">MUSER VII.3</p>
FOT5	<p>Form for Determination of Adverse Effect on Educational Performance –</p> <ul style="list-style-type: none"> <li>• Make sure there are no Blank Boxes/Areas</li> <li>• Document Reason for Use of Form</li> <li>• N/A means Not Available</li> <li>• Verification must include data</li> </ul> <p style="text-align: right;">34 CFR 300.8(c) MUSER VII.3</p>
FOT5a	<ul style="list-style-type: none"> <li>• Document conversation/completion of form in Written Notice</li> </ul> <p style="text-align: right;">MUSER VII.3</p>

## Indicator B11 – Child Find

<u>Finding</u>	<u>What</u>
INR1	<p><b>Procedural Safeguards –</b></p> <ul style="list-style-type: none"> <li>• <b>Procedural Safeguards were offered to parent upon initial referral</b></li> <li>• <b>Document as enclosure in AWN or WN of the initial referral meeting</b></li> </ul> <p style="text-align: right;">34 CFR 300.504(a)(1) MUSER Appendix 1</p>
INR3	<p><b>Timeline –</b></p> <ul style="list-style-type: none"> <li>• <b>Evaluations were completed within 45-school days (school days from date consent to evaluate was received by SAU to date eligibility meeting held)</b></li> <li>• <b>Record on the consent form when received back in the SAU</b></li> <li>• <b>Include school calendar to allow to count school days</b></li> <li>• <b>Include parental consent</b></li> <li>• <b>Include cover page of all evaluations parent signed consent to complete with date received back in the SAU</b></li> <li>• <b>Include WN from eligibility meeting</b></li> <li>• <b>Compliance data reported to Office of Special Education Programs (OSEP) annually</b></li> </ul> <p style="text-align: right;">34 CFR 300.301(c)(1)(ii) MUSER V.A.3(a)(i)</p>

## Abbreviated Day – Educational

<u>Finding</u>	<u>What</u>	<u>Where</u>
<b>ADWN</b>	<b>Basis of Abbreviated Day – Educational or Medical Only</b> MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	<b>WN</b>
<b>ADLR</b>	<b>LRE Percentage is based on full school day</b> MUSER X.2.C(2)(c)	<b>IEP 8</b>
<b>ADE1</b>	<b>How the student will access curriculum and IEP services</b> MUSER VI.2.L(1)(a)	<b>IEP 6&amp;7, WN</b>
<b>ADE2</b>	<b>How the student will access assessments</b> MUSER VI.2.L(1)(b)	<b>IEP 6, WN</b>
<b>ADE3</b>	<b>Revised IEP including:</b> - Re-entry plan – no longer than 45 calendar days - Actions the SAU will take to assist the child to participate in full day MUSER VI.2.L(1)(c) MUSER VI.2.L(1)(d)	<b>IEP, WN</b>
<b>ADE4</b>	<b>If more than 45 calendar days, IEP team must convene every 20 school days</b> MUSER VI.2.L(1)(e)	<b>AWN, WN</b>
<b>ADE5</b>	<b>Documentation that 20-day meeting addresses the following:</b> - Review progress toward return - Review progress in education setting - Determine what setting will allow the student to progress MUSER VI.2.L(1)(e)	<b>AWN, WN</b>
<b>ADE6</b>	<b>Revised IEP addresses reason for abbreviated day (i.e. FBA, behavior plan, counseling, gaps/goals/services/accommodations)</b>	<b>IEP, WN</b>

## Abbreviated Day – Medical

<u>Finding</u>	<u>What</u>	<u>Where</u>
<b>ADWN</b>	<b>Basis of Abbreviated Day – Educational or Medical Only</b> MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	<b>WN</b>
<b>ADLR</b>	<b>LRE Percentage is based on full school day</b> MUSER X.2.C(2)(c)	<b>IEP 8</b>
<b>ADM1</b>	<b>How the student will access curriculum and IEP services</b> MUSER VI.2.L(2)(b)	<b>IEP 6&amp;7, WN</b>
<b>ADM2</b>	<b>How the student will access assessments</b> MUSER VI.2.L(2)(c)	<b>IEP 6, WN</b>
<b>ADM3</b>	<b>Team must meet every 90 calendar days to review progress and amend IEP as necessary</b> MUSER VI.2.L(2)(d)	<b>AWN, IEP, WN</b>
<b>ADM4</b>	<b>IEP Team reconvenes when student is medically able to increase school day</b> MUSER VI.2.L(2)(d)	<b>AWN, WN</b>

## Out of Unit Placement

<u>Finding</u>	<u>What</u>	<u>Where</u>
OOU1	<p style="text-align: center;"><b>IEP meeting to develop IEP prior to out-of-unit placement (LRE and the inability to provide FAPE in the SAU)</b>                      34 CFR 300.325(a)(1) MUSER IX.3.H</p>	WN
OOU2	<p style="text-align: center;"><b>IEP Team documentation of program components of a placement to support the IEP developed</b>                      34 CFR 300.325(a)(1) MUSER IX.3.H</p>	WN
OOU3	<p style="text-align: center;"><b>Representative of the placement is present at an IEP meeting prior to out-of-unit placement</b>                      34 CFR 300.325(a)(2) MUSER IX.3.H</p>	AWN, WN
OOU5	<p style="text-align: center;"><b>IEP review meeting within 30 days after placement</b>                      MUSER IX.3.H</p>	AWN, WN
OOU7	<p style="text-align: center;"><b>Annual IEP review</b>                      34 CFR 300.325(b)(2) MUSER IX.3.I(2)</p>	AWN, WN
OOU9	<p style="text-align: center;"><b>Document discussion of reevaluation, if needed</b>                      34 CFR 300.303(b) MUSER V.1.B(2) MUSER IX.3.I(4)</p>	AWN, WN
OOU12	<p style="text-align: center;"><b>IEP and WNs provided to parents: IEP sent within 21 days and WN sent within 7 days of IEP meeting</b>                      34 CFR 300.322(f) 34 CFR 300.503(a) MUSER VI.2.H(6) MUSER IX.3.I(7)</p>	IEP, WN