

Child's Name:

Date of Birth:

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

CIM1- Compliance:

- Each question is answered
- If yes, addressed in IEP with goals, services, and/or accommodations

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))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	<input type="checkbox"/> YES <input type="checkbox"/> 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))	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	<input type="checkbox"/> YES <input type="checkbox"/> 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))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Is the child deaf or hard of hearing?	<input type="checkbox"/> YES <input type="checkbox"/> NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input type="checkbox"/> NO
H. Does the child have academic needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
I. Does the child have functional/developmental needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

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: <u>RAE1- Compliance:</u> <input type="checkbox"/> Include evaluations that support the eligibility discussion <input type="checkbox"/> Include evaluation name <input type="checkbox"/> All evaluations must be dated
B. Beyond the evaluative information in 4A , what are the academic, functional, and/or developmental strengths of the child? <u>AFS1- Compliance:</u> <input type="checkbox"/> Based on observations <input type="checkbox"/> Include areas of strength and relative strengths <input type="checkbox"/> NOT a restatement of evaluations

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

APG2- Compliance:

- Academic**
- Distinctly measurable and persistent skill gaps**
- Best Practice: Documented in a bulleted list**
- Best Practice: Focus on specific skill deficits e.g., fluency, comprehension, addition/subtraction**

APG4- Compliance:

- How the deficit has an adverse impact on the child accessing the general education curriculum**
- This MUST be included with the academic needs statement**

APG6- Compliance:

- Every academic skill gap in Section 4C is aligned to a goal in Section 5**

- 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?

FDP2- Compliance:

- Functional and Developmental**
- Distinctly measurable and persistent skill gaps**
- Best Practice: Documented in a bulleted list**
- Best Practice: Focus on specific skill deficits e.g., self-initiation, organization, etc.**

FDP7- Compliance:

- How the deficit has an adverse impact on the child accessing the general education curriculum**
- This MUST be included with the functional and developmental needs statement**

FDG1- Compliance:

- Every Functional and Developmental skill gap in Section 4D and 4E is aligned to a goal in Section 5**

- E. If appropriate, what are the **developmental needs** of the child, and how do they affect the child's involvement and progress in the general education curriculum?

FDP2- Compliance:

- Functional and Developmental**
- Distinctly measurable and persistent skill gaps**
- Best Practice: Documented in a bulleted list**
- Best Practice: Focus on specific skill deficits e.g., self-initiation, organization, etc.**
- Best Practice: These are different skill gaps from the functional skill gaps listed in 4D**

FDP7- Compliance:

- How the deficit has an adverse impact on the child accessing the general education curriculum**
- This MUST be included with the functional and developmental needs statement**

FDG1- Compliance:

- Every Functional and Developmental skill gap in Section 4D and 4E is aligned to a goal in Section 5**

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5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))

ACADEMIC PERFORMANCE (Part B, ages 3 - 20) refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking, and mathematical problem solving* in the school environment.

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

- Best Practice: Present level is baseline data for the corresponding goal**
- Best Practice: Avoid a range of data (60-70%) and subjective words e.g., sometimes, often, seems to, etc.**

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

Progress:

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

SBG3- Compliance:

- Must be measurable**
- Must include measurement data**
- Cannot be specific curriculum or standard scores**
- Best Practice: Focus goal on specific skill deficits e.g., fluency, comprehension, addition/subtraction**
- Best Practice: Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, running records, work samples**

SBG4- Compliance:

- Compliance: Cite standard**
- Can be Common Core, Maine Learning Results, Guiding Principles and/or district adopted standards**

SBG5- Compliance:

- Every goal needs to be aligned to a service in Section 7**

Objective(s) required? Yes No

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

ALT2- Compliance:

- If the child participates in the Alternate Assessment, their academic goals MUST have objectives.**

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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):

- Best Practice: Present level is baseline data for the corresponding goal**
- Best Practice: Avoid a range of date (60-70%) and subjective words e.g., sometimes, often, seems to, etc.**

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

Progress:

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

FDP5- Compliance:

- Must be measurable**
- Must include measurement data**
- Cannot be specific curriculum or standard scores**
- Best Practice: Focus goal on specific skill deficits e.g., self-initiation, organization, etc.**
- Best Practice: Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, work samples**

FDP6- Compliance:

- Every goal in Section 5 needs to be aligned to a service in Section 7**

Objective(s) required? Yes No

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

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (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
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
<input type="checkbox"/> Other			

SAS1- Compliance:

- Teaching supports/tools included for student to be successful in general education and special education**
- MUST fill all boxes across the row – if a supplementary aid, service, modification and/or support is listed-check when/where can be used, fill location, frequency, and duration**
- Ed techs, BHPs, related service assistants, collaborations between staff are listed here, NOT the service grid**

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B. Alternate Assessments
 If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A.(1)(f)(i)(I) & (II)).

Yes, the child meets qualifications outlined in the Participation Decision Flowchart.
 • If yes, include an explanation:

No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.
 Not applicable.

ALT1- Compliance:

- If 'Yes', an explanation MUST be present
- The IEP team decides, based on the Participation Decision Flowchart, if the child participates in the Alternate Assessments

ALT2- Compliance:

- If the child does participate, their academic goals MUST have objectives

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				

SVC2- Compliance:

- Child's needs drive services and frequency, not school schedule
- Location can be Special Education, General Education or Both
- Document frequency in parent friendly, understandable terms
- Service time is actual delivery time of SDI provided
- Do NOT include content areas (SS, Science) in Service Grid
- Responsible position is certified staff only (no ed tech or assistants)
- Best Practice: Every service in Section 7 needs to align to a goal in Section 5, including consultation

SVC4- Compliance:

- All services are found on service provider schedules

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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)): <u>LRE1- Compliance:</u> <input type="checkbox"/> Include how the nature and severity of the disability affects the student's ability to be with same-age peers
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? % <u>LRE3- Compliance:</u> <input type="checkbox"/> Percentage of time with same age peers is recorded	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)): <u>LRE1- Compliance:</u> <input type="checkbox"/> Include how the nature and severity of the disability affects the student's ability to be with same-age peers		

IF THE CHILD IS NOT IN 9TH GRADE AND/OR IS AT LEAST 16 YEARS OLD, DO NOT COMPLETE SECTION 9 AND SECTION 10.

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TRA1-AWN- Compliance:

- Purpose of the meeting is checked on the AWN (Post-secondary goals and transition services)

TRA2-AWN- Compliance:

- Child is invited to the meeting
- List as participant invited to the meeting
- Best Practice: Including them in the salutation e.g., "Dear Parent and Student"

TRA3-IEP Section 9G & Parental Consent to Invite Outside Agency- Compliance:

- If appropriate, list any participating agency that is invited to the IEP Team meeting with prior consent in 9G
- Document prior consent or lack of consent with Parental Consent to Invite Other Agencies to IEP

Meetings-Postsecondary Goals & Transition Services

TRA4-WN- Compliance:

- Statement in the Written Notice that the transition plan and post-secondary goals are being updated

9. POST-SECONDARY TRANSITION PLAN

<p>This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).</p>	<p>IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine’s Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.</p>
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A. Projected Date of Graduation/Program Completion:

B. List of Transition Assessments Completed:
TRA5- Compliance:
 Document all transition assessments that have been completed
 Best Practice: Include the year the assessment was provided

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child’s post-secondary preferences and interests:

D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))
Goals must be based on current age-appropriate transition assessments.

TRA9- Compliance:
 At least one annual goal in Section 5 that addresses/aligns to the post-secondary goals

Education/Training Goal
After graduation, child’s name, will education/training goal.
TRA6a- Compliance:
 Document the type of education and or training the child will receive in order to pursue their career choice

Employment Goal
After graduation, child’s name, will employment goal.
TRA6b- Compliance:
 Take the education or training goal and make a statement about employment
 Education/training and employment goals should be in alignment

Independent Living Skill Goal (when appropriate)
After graduation, child’s name, will independent living skill.
TRA6c- Compliance:
 Should be considered for all children, not just those with significant cognitive deficits

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E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii))

The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.

TRA7- Compliance:

- Indicate a multi-year high school plan (first year of high school to anticipated exit date)**

F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(ii))

Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.

TRA8- Compliance:

- Should NOT include future services/activities**
- Leaving previous years services in this section**
- Must be at least ONE transition service for each; only if appropriate for daily living skills**
- Best Practice: documented in a bulleted list**

Education/Instruction and Related Services:

Career/Employment and Other Post-Secondary Adult Living Objectives:

Community Experiences:

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2))

What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.

TRA3- Compliance:

- Need parental consent to invite them to the IEP meeting/prior to AWN**
- Consent is needed for every meeting where transition planning is discussed**
- Documented with Parental Consent to Invite Other Agencies to IEP Meetings-Postsecondary Goals & Transition Services**

10. AGE OF MAJORITY (IDEA 300.320(c)) – Transfer of Rights at Age of Majority

If the child will turn 17 during the duration of this IEP, the child and parent(s) have been informed of rights at the age of majority (age 18).

- YES Date Informed:
- N/A