

*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.***

**Office  
Hours**



- ▶ 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 box.



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

# Housekeeping





# Federal Indicators 4, 9, & 10

3/23/2023



**Colette Sullivan**  
Federal Programs Coordinator



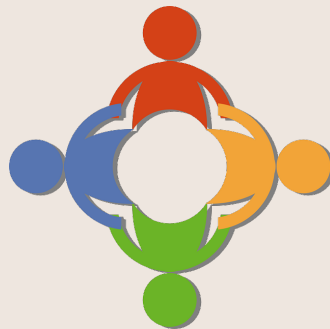
**Leora Byras**  
Special Education Consultant



**Jennifer Gleason**  
Special Education Consultant



**Karlie Thibodeau**  
Special Education Consultant



**Julie Pelletier**  
Secretary Associate



**Colette Sullivan - Federal Programs Coordinator**

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

**Leora Byras - Special Education Consultant**

[leora.byras@maine.gov](mailto:leora.byras@maine.gov)

**Jennifer Gleason - Special Education Consultant**

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

**Karlie Thibodeau - Special Education Consultant**

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

**Julie Pelletier - Secretary Associate**

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



# 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

<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/sites/maine.gov.doe/files/inline-files/State%20Regulation%20Chapter%20101MUSER.pdf>





# What are Federal Indicators?





This Photo by Unknown Author is licensed under [CC BY](#)

On February 1st of each year, states must submit an Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) on 17 Part B indicators.

The APR is the states' evidence of compliance with IDEA, which is required to receive funding. Part B refers to the Section of IDEA that serves students ages 3 to 22.



## State Performance Plan and Annual Performance Report

The State Performance Plan (SPP) is designed to evaluate the state's efforts to implement the requirements and purposes of Part B and Part C of the Individuals with Disabilities Education Act (IDEA) and to describe how the state will improve its implementation. Additionally, Section 616(b)(2)(C)(ii) of the IDEA requires states to report annually on each Local Education Agency's (LEA) performance on the targets in the SPP through an Annual Performance Report (APR).

- [FFY2020 \(2020-21\) Part B APR](#)
- [FFY2020 \(2020-21\) Part C APR](#)
- [FFY2020 LEA Performance on SPP/APR Targets](#)

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



These data are collected every year. You may hear from us even if you are not in cohort for audit.

Indicators B4,  
B9, and B10



4(A) % of LEAs with significant discrepancy

4(B) % of LEAs with significant discrepancy by race/ethnicity

Indicator B4

Suspension /  
Expulsion



Indicator 4 looks at suspensions greater than 10 days and expulsions.

# Indicator B4

## Suspension / Expulsion



- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.



# Indicator 4A

The district must have a minimum of 10 students with IEPs enrolled. For districts meeting the n size threshold of 10, the number of students suspended or expelled over 10 days must be greater than 1 and the rate of suspension/expulsion over 10 days must be more than 3 standard deviations above the State's rate of suspensions/expulsions greater than 10 days for students with disabilities.

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
3	196	1.52%	0.00%	1.53%	Did not meet target	No Slippage

## Review of Policies, Procedures, and Practices (completed in FFY 2020 using 2019-2020 data)

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)



# Indicator 4B

The district must have a minimum of 10 students of any race/ethnicity with IEPs enrolled. For districts meeting the n size threshold of 10, the number of students of any race/ethnicity suspended or expelled over 10 days must be greater than 1, and the rate of suspensions/expulsions over 10 days must be more than 3 standard deviations above the State's rate of suspensions/expulsions greater than 10 days for students with disabilities.

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
3	0	194	0.00%	0%	0.00%	Met target	No Slippage

## Review of Policies, Procedures, and Practices (completed in FFY 2020 using 2019-2020 data)

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)





If identified by the Data Manager, the Monitoring and Support Team will collect the following information to determine compliance with regulations as well as district policies and procedures.

Student	WN	Determinations
---------	----	----------------





# Chat Box Check In

% of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification

This indicator utilizes “lag year” data. This means that the report submitted on February 1, 2023 used data from the 2020-2021 school year.

# Indicator B9

## Disproportionate Representation



Disproportionate representation is defined as a significant difference between the identification rates of students with disabilities by race/ethnic proportion and the proportionate representation of the race/ethnicity overall within the district. A significant difference is defined as a risk ratio and an alternate risk ratio greater than or equal to 3 when comparing the risk of special education identification of students of a given race/ethnicity to the risk of special education identification of students of all other races/ethnicities.

Number of districts with disproportionate representation of racial/ethnic groups in special education and related services	Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
0	0	143	0.00%	0%	0.00%	N/A	N/A



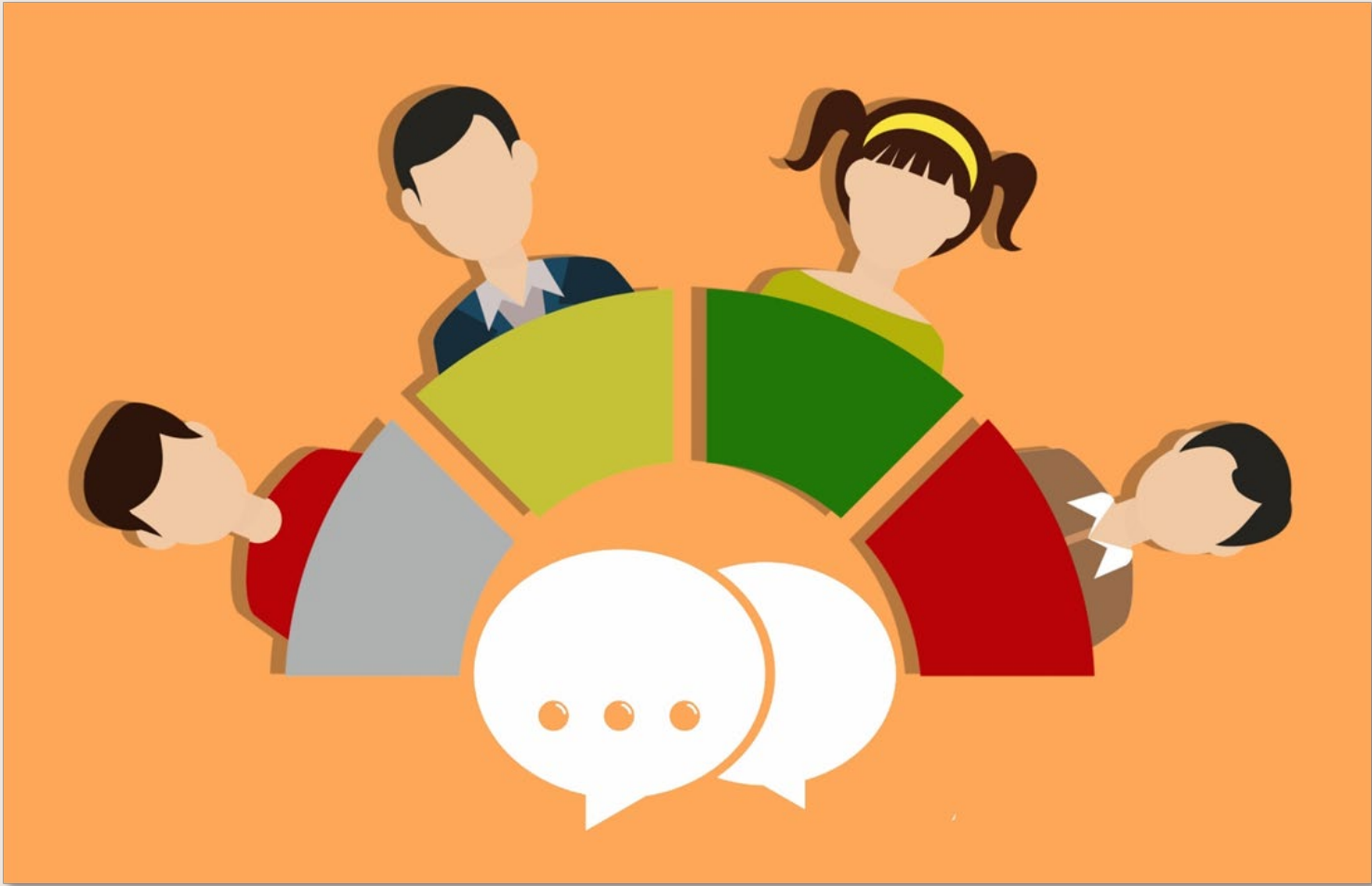
FFY	2015	2016	2017	2018	2019
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%



If identified by the Data Manager, the Monitoring and Support Team will collect the following information to determine appropriate identification.

<u>Student</u>	<u>Grade When Identified</u>	<u>Disability Domain</u>	<u>Evaluator</u>	<u>Teacher</u>	<u>School</u>	<u>Tests Used</u>
----------------	--------------------------------------	------------------------------	------------------	----------------	---------------	-------------------





# Chat Box Check In

% of districts with disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification

This indicator utilizes “lag year” data. This means that the report submitted on February 1, 2023 used data from the 2020-2021 school year.

# Indicator B10

## Disproportionate Representation in Specific Disability Categories





Disproportionate representation is defined as a significant difference between the rates of students identified for specific disability categories by race/ethnic proportion and the proportionate representation of the race/ethnicity overall within the district. A significant difference is defined as a risk ratio and an alternate risk ratio greater than or equal to 3 when comparing the risk of the identification of students of a given race/ethnicity in a disability category to the risk of identification of students of all other races/ethnicities.

Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
2	0	134	0.00%	0%	0.00%	N/A	N/A



If identified by the Data Manager, the Monitoring and Support Team will collect the following information to determine appropriate identification.

<u>Student</u>	<u>Grade When Identified</u>	<u>Disability Domain</u>	<u>Evaluator</u>	<u>Teacher</u>	<u>School</u>	<u>Tests Used</u>
----------------	--------------------------------------	------------------------------	------------------	----------------	---------------	-------------------





This Photo by Unknown Author  
is licensed under CC BY-NC

# Questions?



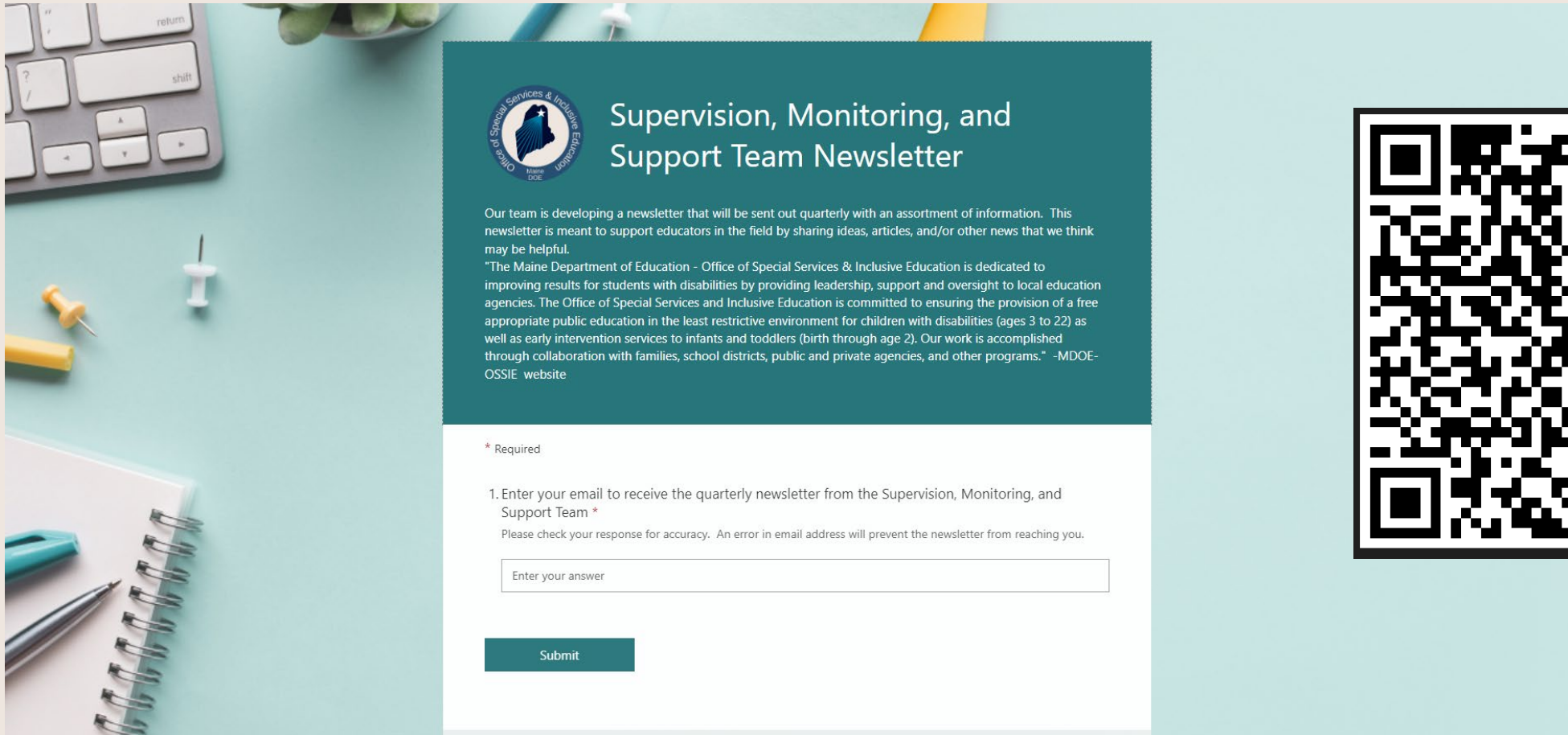
# 2022-2023 Office Hours


<u>Date</u>	<u>Topic</u>	<u>Date</u>	<u>Topic</u>
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>



# 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.



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



# 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>



**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

**THANK YOU!**

This Photo by Unknown Author is licensed under [CC BY-NC](#)

**Colette Sullivan – Federal Programs Coordinator**

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

**Leora Byras – Special Education Consultant**

**[leora.byras@maine.gov](mailto:leora.byras@maine.gov)**

**Jennifer Gleason – Special Education Consultant**

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

**Karlie Thibodeau – Special Education Consultant**

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

**Julie Pelletier – Secretary Associate**

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



This Photo by Unknown Author is licensed under [CC BY-NC](#)

