

Welcome!

When you enter the meeting,
your mics will be **MUTED**.

Thank you very much.

Maine Teachers Are



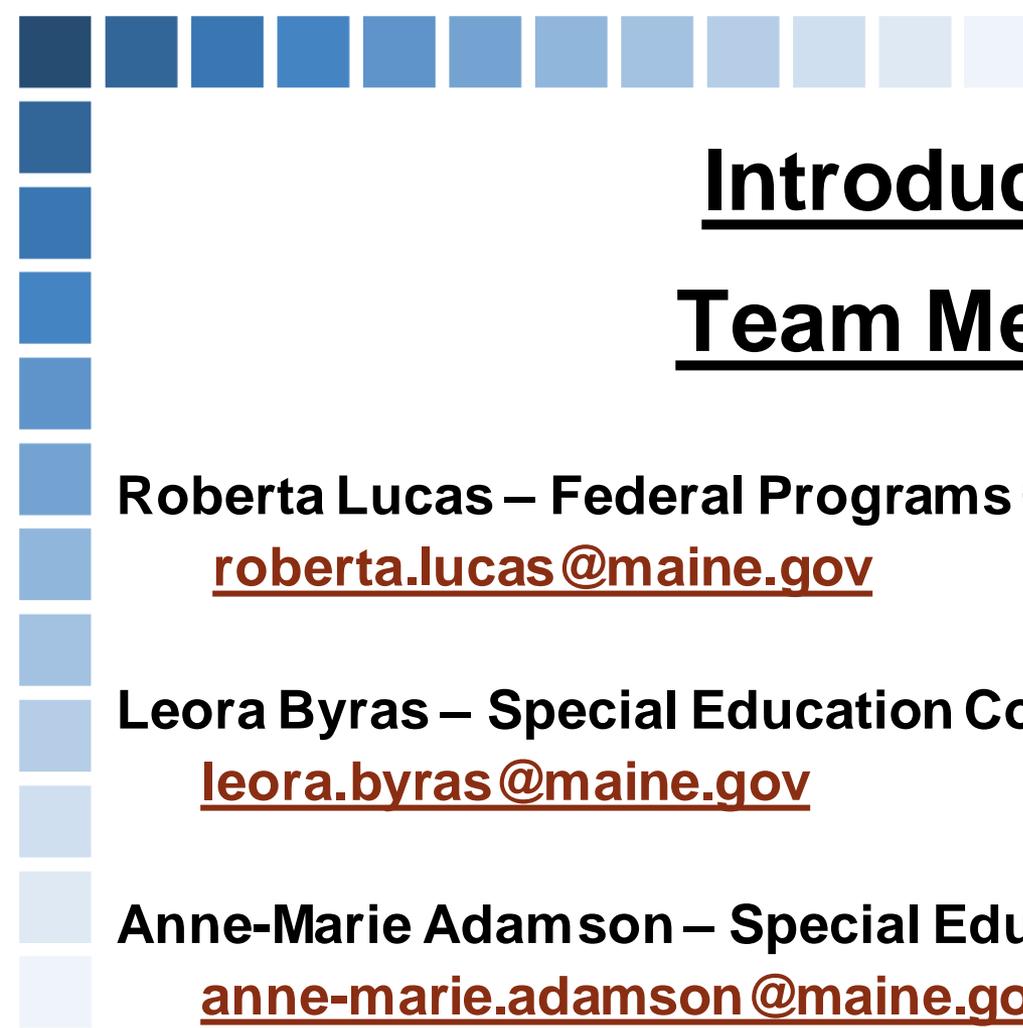


**Please feel free to unmute yourself and ask
questions as they come up**

or

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





Introductions:

Team Members

Roberta Lucas – Federal Programs Coordinator

roberta.lucas@maine.gov

Leora Byras – Special Education Consultant

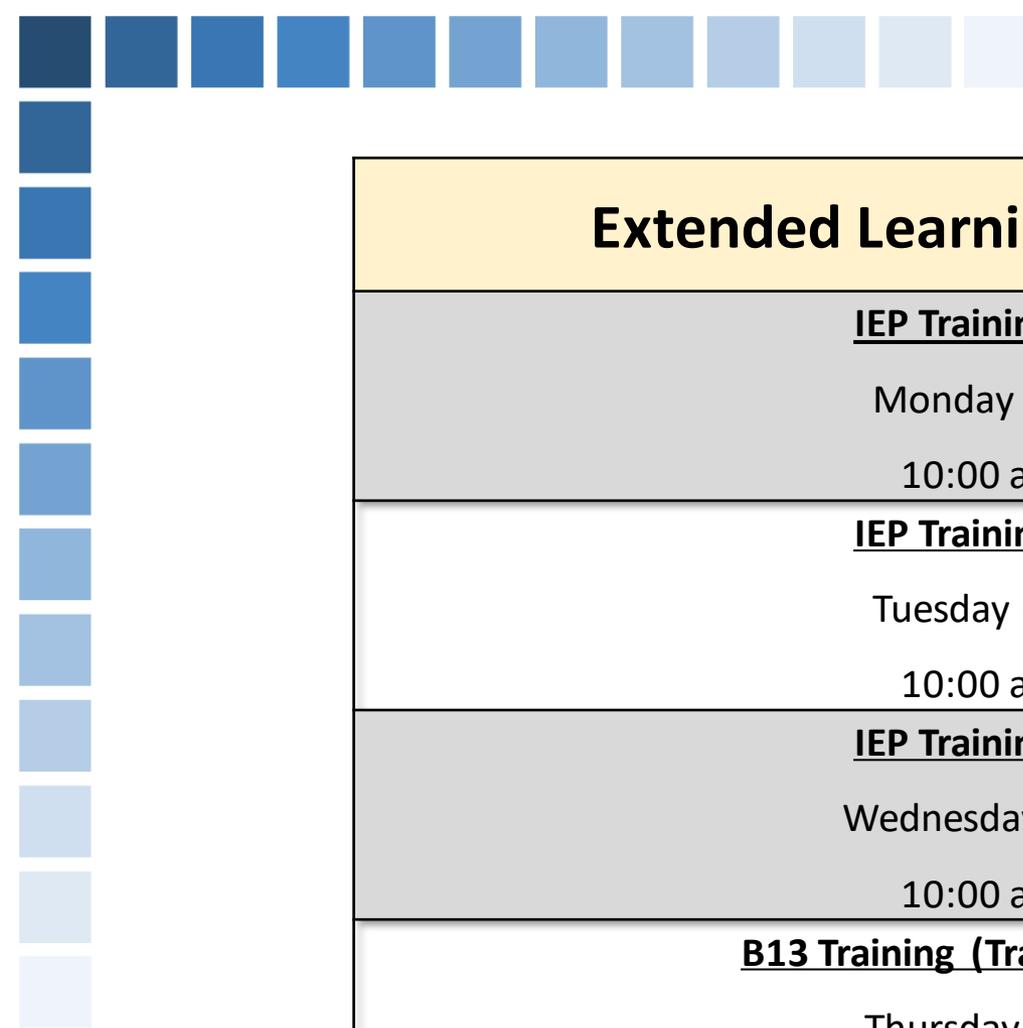
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Anne-Marie Adamson – Special Education Consultant

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Colette Soldati-Sullivan – Special Education Consultant

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Extended Learning Opportunities

IEP Training – Part 1

Monday 6/1/2020

10:00 and 1:00

IEP Training – Part 2

Tuesday 6/2/2020

10:00 and 1:00

IEP Training – Part 3

Wednesday 6/3/2020

10:00 and 1:00

B13 Training (Transition) – Part 1

Thursday 6/4/2020

10:00 and 1:00

B13 Training (Transition) – Part 2

Friday 6/5/2020

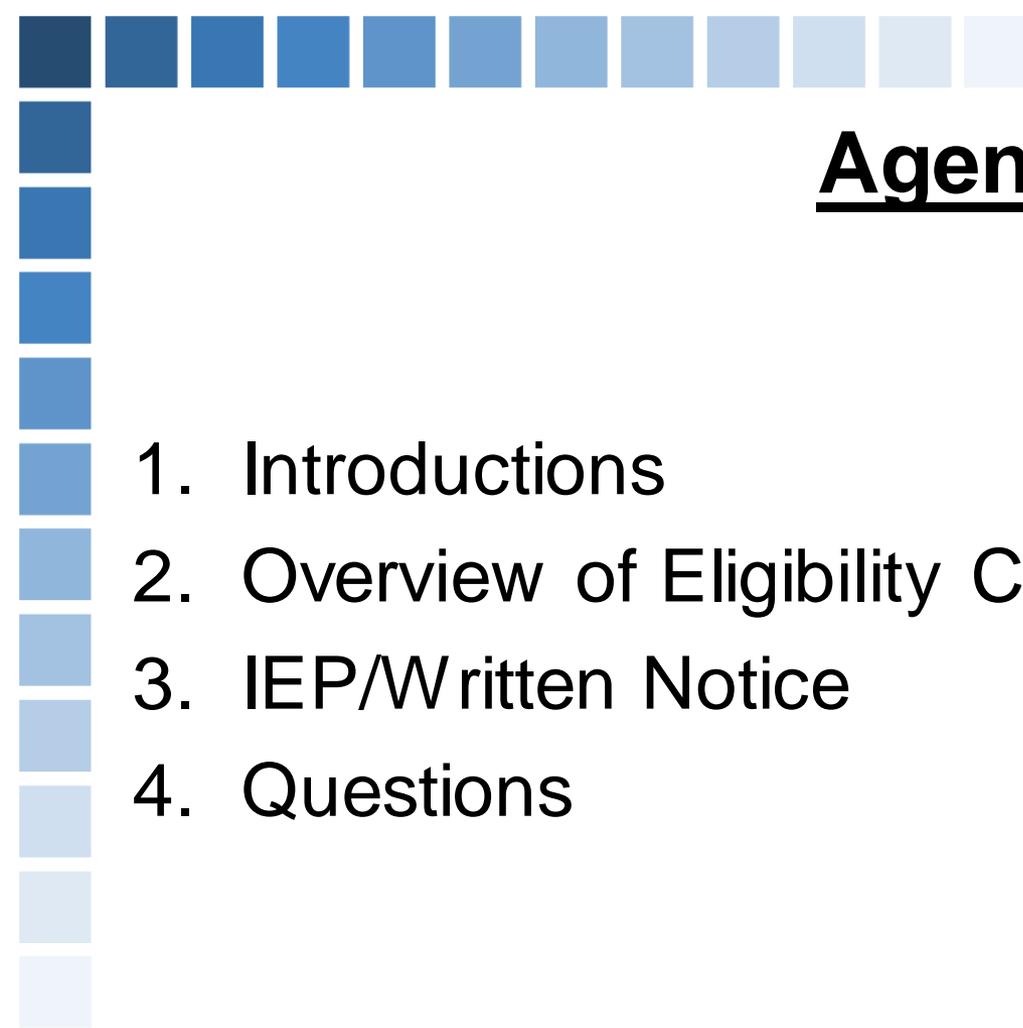
10:00 and 1:00



IEP Training

Maine DOE
Office of Special Services
Monitoring Team

Updated 6/1/2020



Agenda

1. Introductions
2. Overview of Eligibility Criteria
3. IEP/Written Notice
4. Questions



What is the Purpose of an IEP?

The Individuals with Disabilities Education Act (IDEA) says the purpose of an ***Individualized*** Education Program (IEP) is “to ensure that all children with disabilities have available to them a ***free appropriate public education*** (FAPE) that emphasizes ***special education*** and related services designed to meet their ***unique needs*** and ***prepare them*** for further education, employment and independent living”, *and to promote movement back to general education.*

Section 1: SAU, Date Sent to Parent and Child Information

SAU or CDS Site:
Date IEP Sent to Parent:

1. CHILD INFORMATION

Child's Name:	Grade:	Annual Date of IEP Meeting:
Date of Birth:		Duration of the IEP:
Age:		Date of Next Annual IEP Meeting:
School/Program:		Date of Re-Evaluation:
Parent/Guardian Name:		Date(s) of Amended IEP:
Child's Address:		Case Manager:
City, State, ZIP:		
State Agency Client? <input type="checkbox"/> YES <input type="checkbox"/> NO		

Section 1: SAU, Date Sent to Parent and Child Information

The date of the annual review must not exceed 364 days from the last annual IEP meeting:

Annual Date of IEP Meeting: 10/5/2019

Duration of the IEP: 10/15/2019-10/14/2020

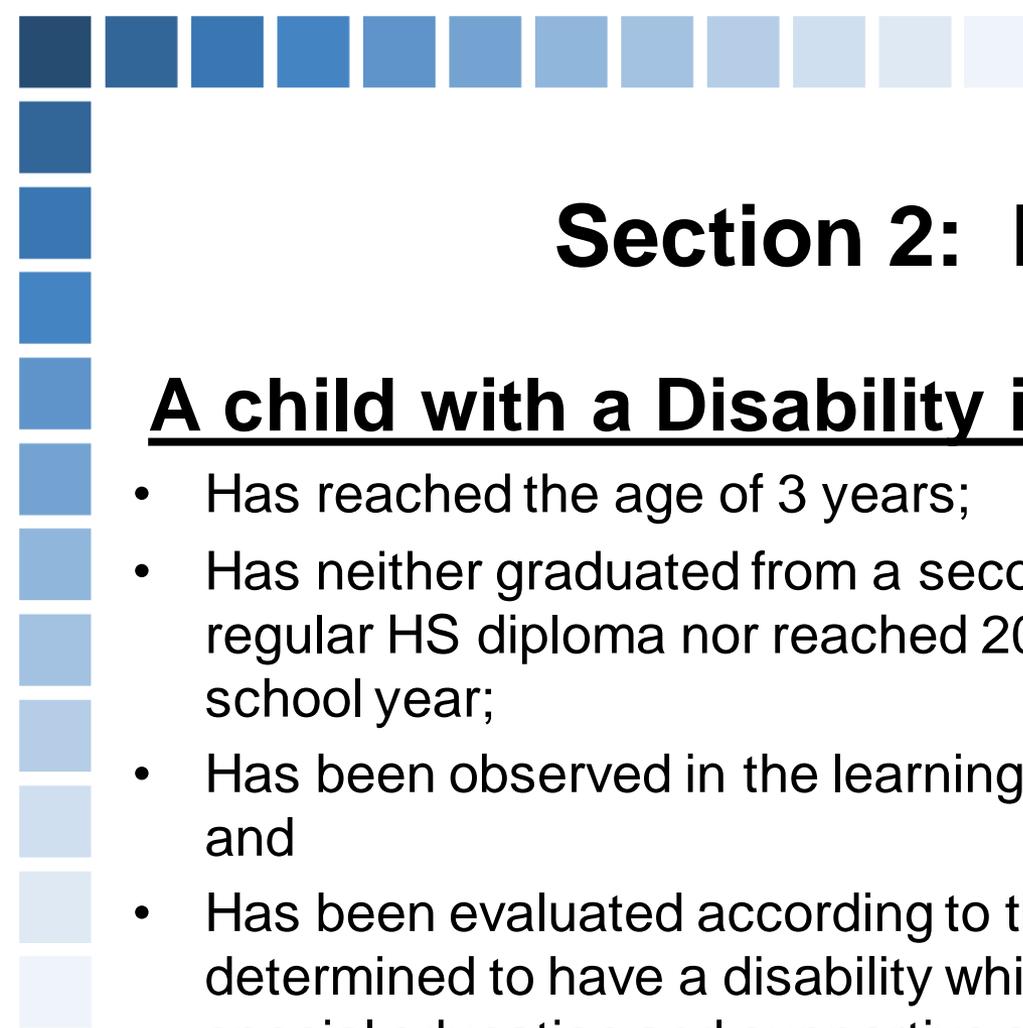
Date of Next Annual IEP Meeting: 10/4/2020

(5) *To review, at least annually, the Individualized Education Program of each child with a disability to:*

Section 2: Disability

2. DISABILITY

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness
<input type="checkbox"/> Developmental Delay (3-5)	<input type="checkbox"/> Developmental Delay (Kindergarten)	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability <i>(check all applicable concomitant disabilities)</i>



Section 2: Disability

A child with a Disability is an Individual Who –

- Has reached the age of 3 years;
- Has neither graduated from a secondary school program with a regular HS diploma nor reached 20 years of age at the start of the school year;
- Has been observed in the learning environment/classroom setting; and
- Has been evaluated according to these rules and has been determined to have a disability which requires the provision of special education and supportive services.
- A child with a disability shall have one or more of the disabilities listed in MUSER VII.2.A-M



Section 2: Disability

Autism –

Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

34 CFR 300.8(c)(1)(i-iii)

Procedures for Determination

(All Steps Required)

- Data from general education interventions, if appropriate, utilizing research based intervention techniques indicate that the response to general education intervention is not adequate.
- Diagnostic impressions will be based upon an evaluation undertaken by a qualified professional who is qualified to make a diagnostic impression under the DSM codes for pervasive developmental disorders.



Section 2: Disability

Deaf-Blindness –

Deaf-Blindness means a concomitant visual and hearing impairments, the combination of which causes such severe communication, and other developmental and educational needs that he cannot be accommodated in special education programs solely for children with deafness or children with blindness.

34 CFR 300.8(c)(2)

Procedures for Determination

(All Steps Required)

- Deaf-Blindness is a separate eligibility category. These children should not be categorized or counted as multiply disables, unless there is another distinct disability and the team is unable to determine the primary disability.
- Audiological and medical evaluations are utilized as part of the multidisciplinary evaluation in determination of eligibility.



Section 2: Disability

Deafness –

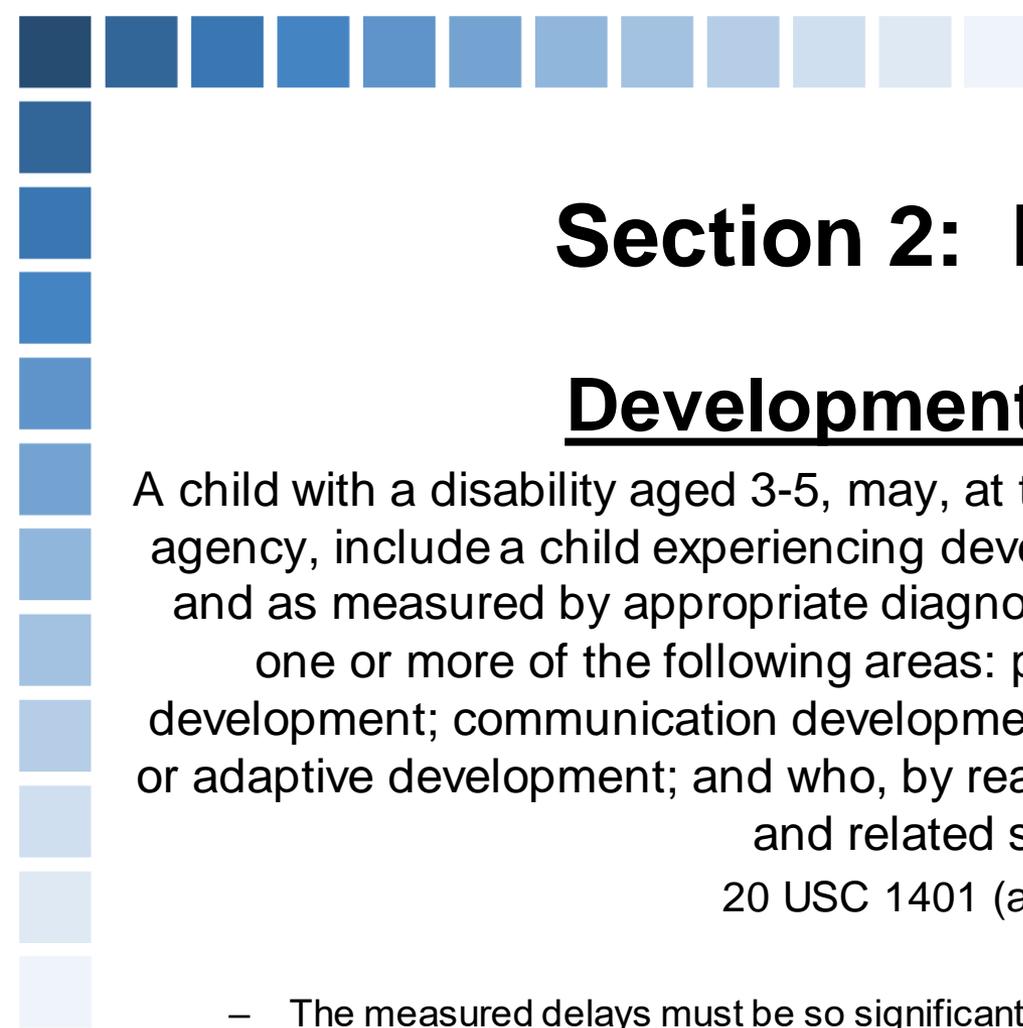
Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the child's educational performance.

34 CFR 300.8 (c)(3)

Procedures for Determination

(All Steps Required)

- Audiological and medical evaluations will determine the diagnosis under this criterion.
- Once deafness is diagnosed, further assessments by specialists in the field of deaf education are needed for the IEP Team's determination of adverse effect on educational performance and language acquisition. These additional assessments may be conducted by a Teacher of the Deaf/Hearing Impaired, a speech-language pathologist, or other qualified personnel, as deemed appropriate by the IEP Team.



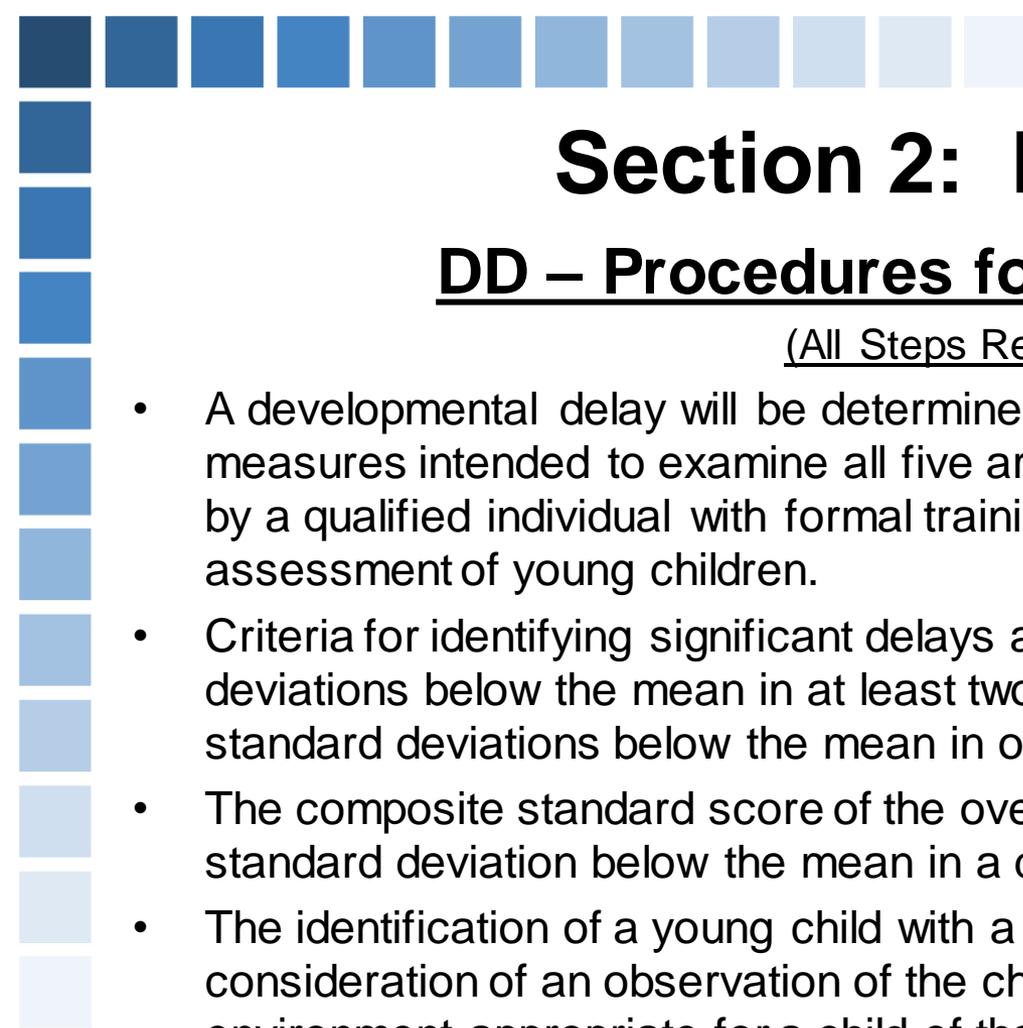
Section 2: Disability

Developmental Delay –

A child with a disability aged 3-5, may, at the discretion of the local educational agency, include a child experiencing developmental delays, as defined below and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and who, by reason thereof needs special education and related services.

20 USC 1401 (a)(3)(B)(i-ii)

- The measured delays must be so significant as to adversely affect the child’s educational performance or achievement in age-relevant developmentally, and individually appropriate activities such that the child does not achieve or perform at a level commensurate with that of typically developing children of the same age.
- Every effort will be made to identify a child’s primary disability under one of the other Part B eligibility criteria, reserving developmental delay for those situations in which a clear determination cannot be made under any other category.

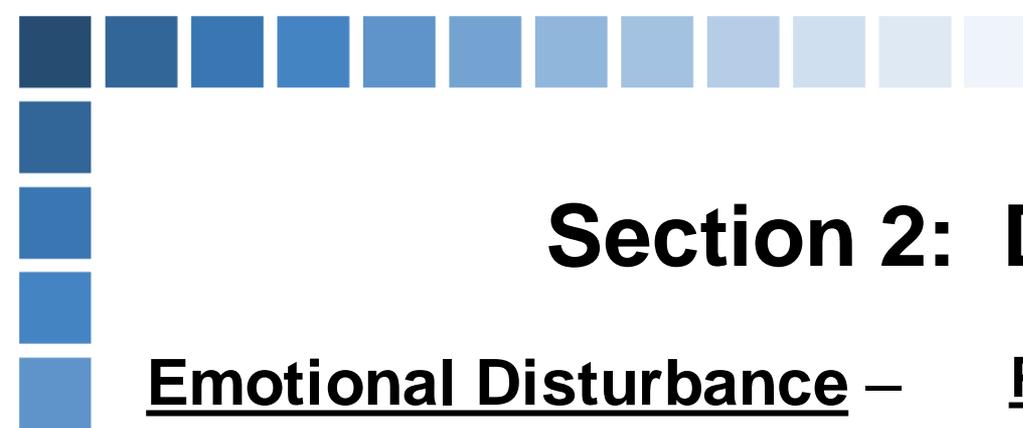


Section 2: Disability

DD – Procedures for Determination

(All Steps Required)

- A developmental delay will be determined through the use of standardized measures intended to examine all five areas of development, and administered by a qualified individual with formal training in professional standards of the assessment of young children.
- Criteria for identifying significant delays are scores of at least 1.5 standard deviations below the mean in at least two of the five listed domains or 2 standard deviations below the mean in one of the five listed domains.
- The composite standard score of the overall domain will be used to determine a standard deviation below the mean in a developmental area.
- The identification of a young child with a developmental delay will include consideration of an observation of the child in the learning environment or an environment appropriate for a child of that age, to document educational performance and behavior in the areas of difficulty. The observation will be done by a certified special education personal, other than the child's current provider.
- The IEP Team will determine if the child's delay adversely affects the child's educational performance.



Section 2: Disability

Emotional Disturbance –

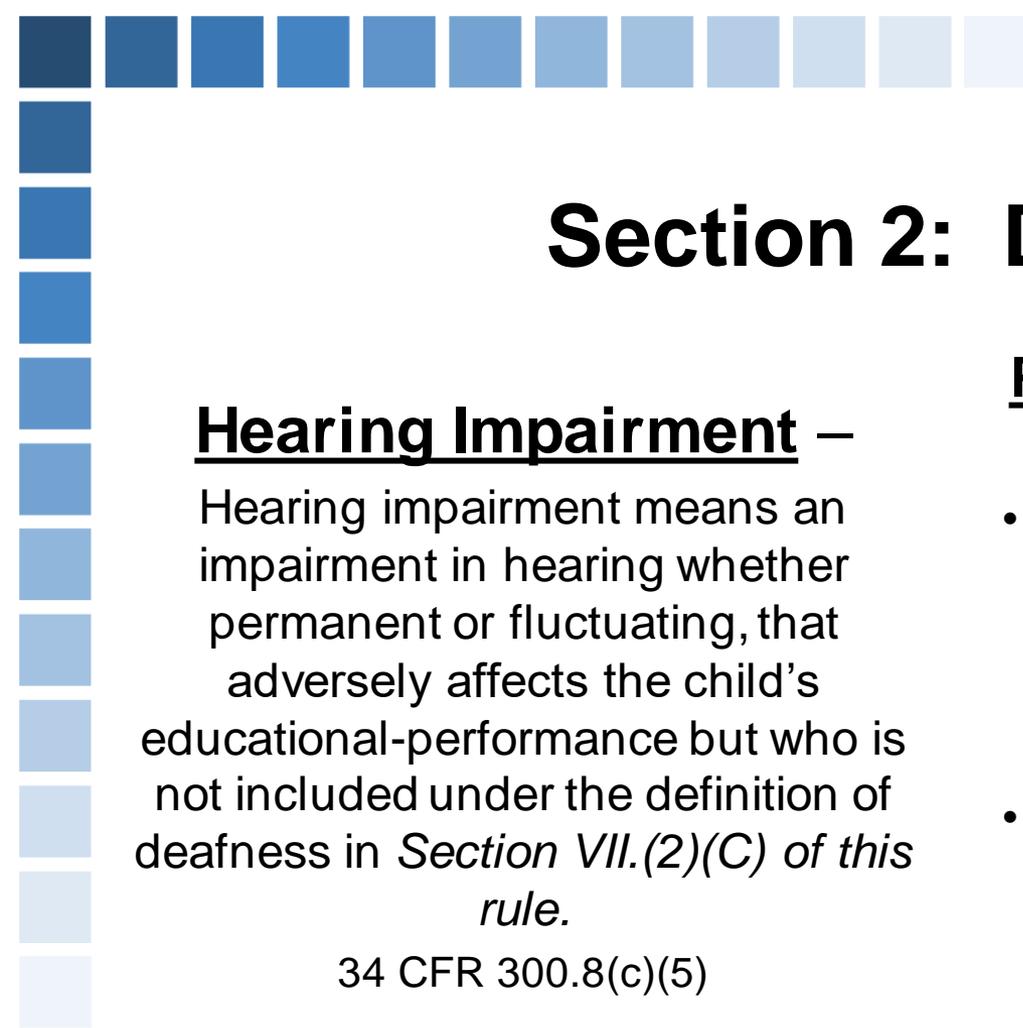
Emotional Disturbance means a condition which exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (c) Inappropriate types of behaviors or feelings under normal circumstances;
- (d) A general pervasive mood of unhappiness or depression;
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

Procedures for Determination

(All Steps Required)

- Data from general education interventions. If appropriate, utilizing research based intervention techniques indicate that the response to general education intervention is not adequate.
- Evaluation will be done by qualified personnel who is qualified to make a diagnostic impression under the DSM codes.



Section 2: Disability

Hearing Impairment –

Hearing impairment means an impairment in hearing whether permanent or fluctuating, that adversely affects the child's educational-performance but who is not included under the definition of deafness in *Section VII.(2)(C) of this rule*.

34 CFR 300.8(c)(5)

Procedures for Determination

(All Steps Required)

- An audiological and a medical evaluation are to be utilized as part of the multidisciplinary determination of eligibility under this criterion.
- The IEP Team will determine if the impairment adversely affects the child's educational performance.



Section 2: Disability

Intellectual Disability –

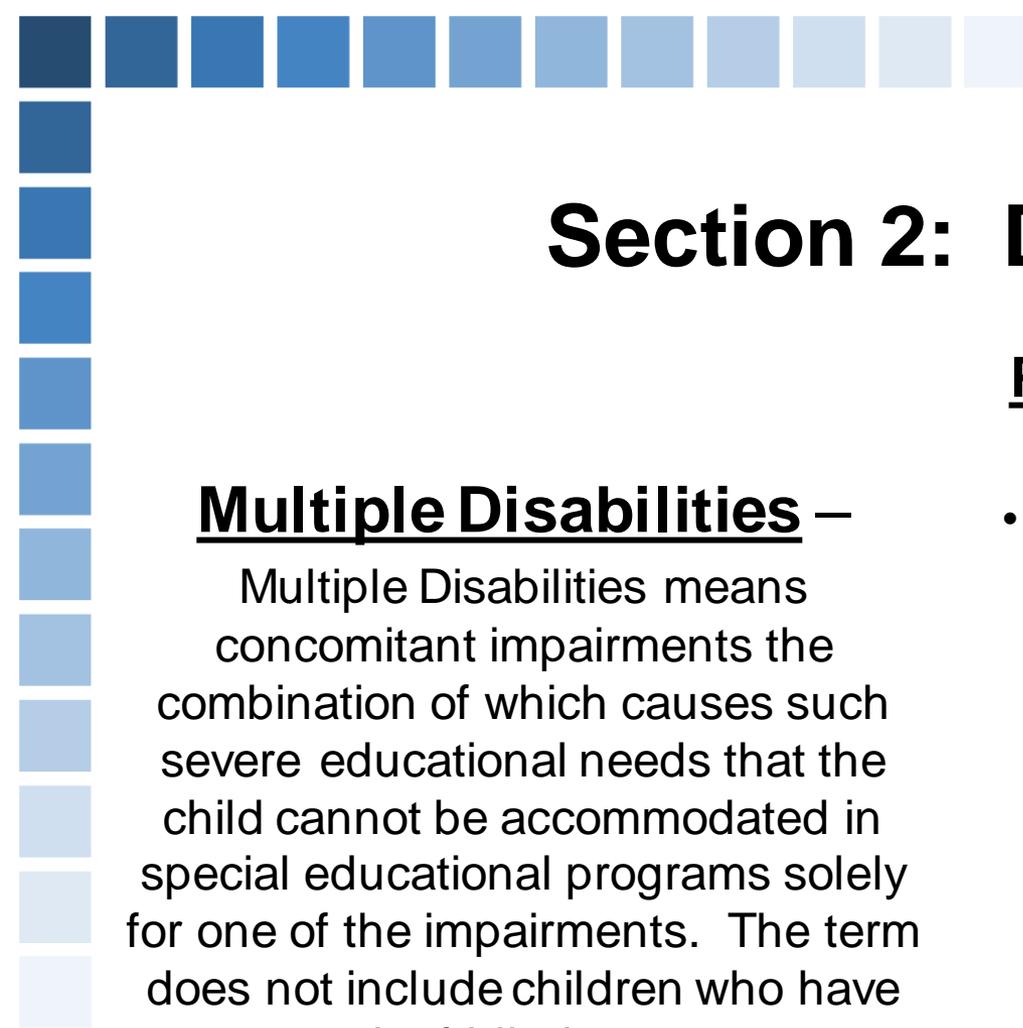
Intellectual Disability means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviors and manifested during the developmental period that adversely affect the child's educational performance.

34 CFR 300.8(c)(6)

Procedures for Determination

(All Steps Required)

- Diagnostic impression will be based upon an evaluation completed by a professional who is qualified to make a diagnostic impression under current DSM codes, as part of the multidisciplinary evaluation.
- The IEP Team will determine if the impairment adversely affects the child's educational performance.



Section 2: Disability

Multiple Disabilities –

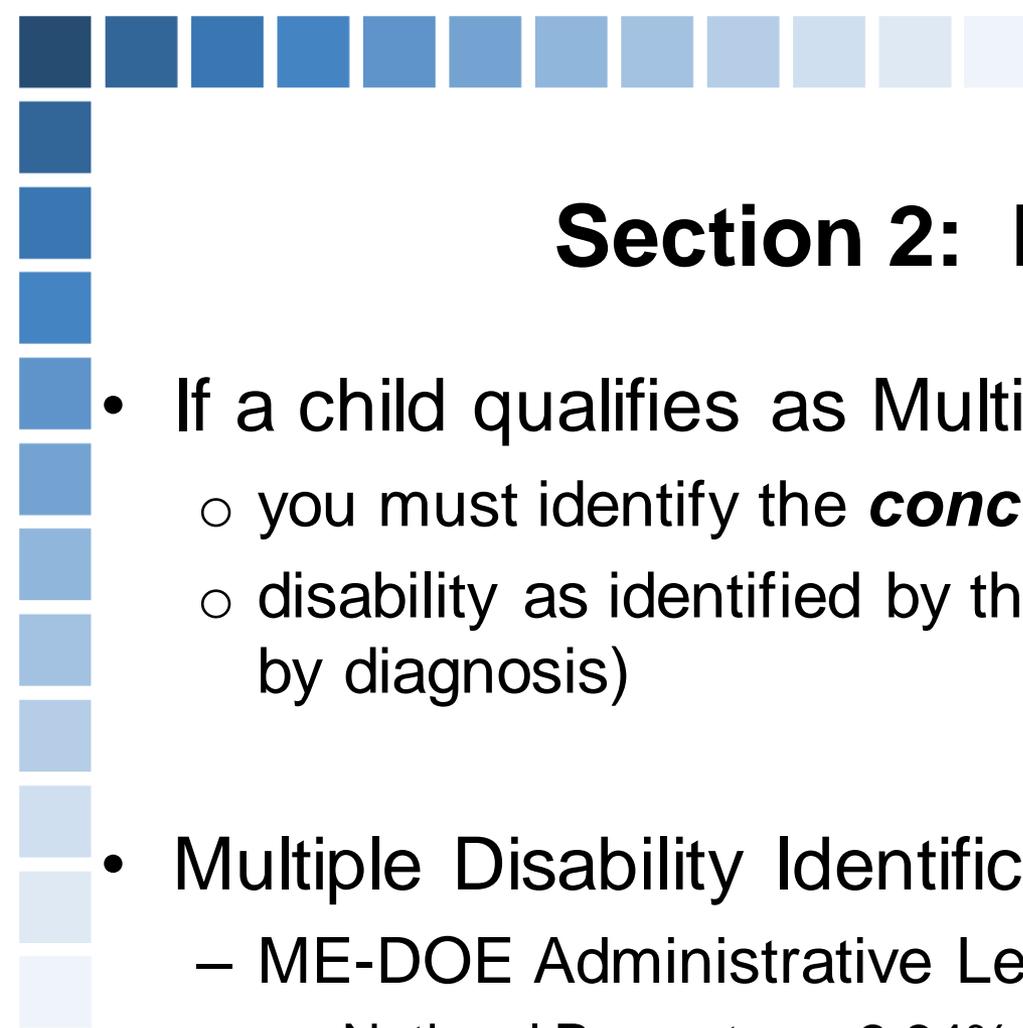
Multiple Disabilities means concomitant impairments the combination of which causes such severe educational needs that the child cannot be accommodated in special educational programs solely for one of the impairments. The term does not include children who have deaf-blindness.

34 CFR 300.8(c)(7)

Procedures for Determination

(All Steps Required)

- A child under this category will have a diagnostic report which specifically articulates the distinct documented disabilities-the combination of which causes such severe educational needs that the child cannot be accommodated in special education programs solely for one impairment. The disabilities are concomitant.
- If the IEP Team is unable to determine a primary disability and the conditions under (a) are met, the child should be categorized as a child with multiple disabilities.



Section 2: Disability

- If a child qualifies as Multiple Disability,
 - you must identify the **concomitant** disabilities
 - disability as identified by those listed in Section 2 (not by diagnosis)
- Multiple Disability Identification (2017-2018):
 - ME-DOE Administrative Letter 14 (May 7, 2018)
 - National Percentage: 2.34%
 - State Percentage: 10.77% (3 states/territories higher)



Section 2: Disability

Orthopedic Impairment –

Orthopedic Impairment means a severe orthopedic impairment that adversely affects the child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g. cerebral palsy, amputations and fractures or burns that cause contractions).

34 CFR 300.8(c)(8)

Procedures for Determination

(All Steps Required)

- A referral shall include a diagnosis from a licensed physician as to the existence of an orthopedic impairment, resulting from a congenital anomaly, disease or other condition.
- The IEP Team will determine if the impairment adversely affects the child's educational performance.

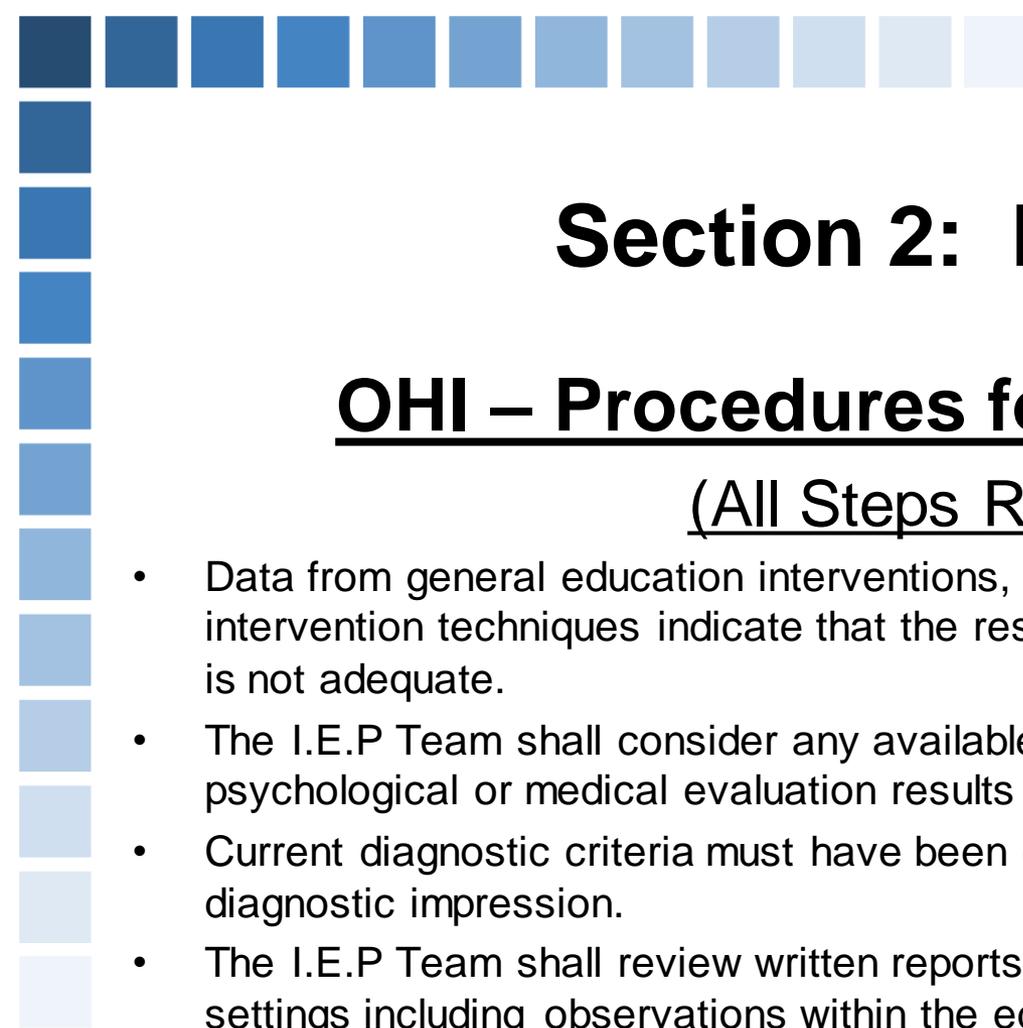


Section 2: Disability

Other Health Impairment –

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia, Tourette Syndrome and adversely affects the child's educational performance.

34 CFR 300.8(c)(9)



Section 2: Disability

OHI – Procedures for Determination

(All Steps Required)

- Data from general education interventions, if appropriate, using research based intervention techniques indicate that the response to general education intervention is not adequate.
- The I.E.P Team shall consider any available written diagnoses, and/or educational, psychological or medical evaluation results relevant to the identification process.
- Current diagnostic criteria must have been considered in making the diagnosis or diagnostic impression.
- The I.E.P Team shall review written reports of observations conducted across settings including observations within the educational environment, if the child is participating in an educational environment. These observations must include a comparison of the referred/identified student's behaviors to same-aged peers' behaviors from the same environment.

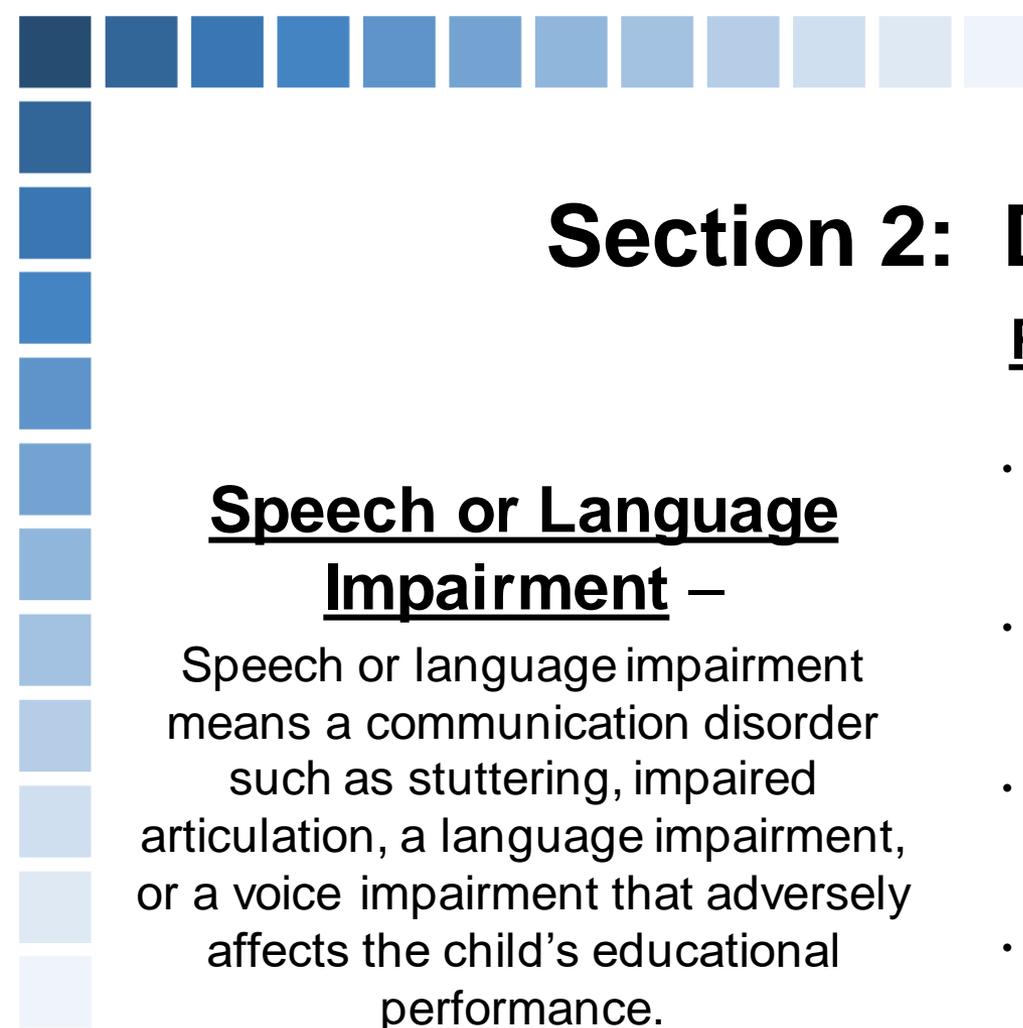


Section 2: Disability

OHI – Procedures for Determination continued

(All Steps Required)

- When considering eligibility due to an attention deficit hyperactivity disorder, diagnostic impressions of ADHD must be based on a multi-method and multi-informant assessment process conducted across multiple environments including the educational setting for children participating in an educational setting. Methods for ADHD assessment must include at least the following:
 - ✓ psychosocial history
 - ✓ clinical interviews
 - ✓ structured observations of the child's behavior in the educational setting.
 - ✓ Behavior rating scales measuring features of attention, hyperactivity and impulsivity across multiple settings including the educational setting; and
 - ✓ Measure that rule out other disorders that may manifest with similar symptoms.
- A child with a medical condition listed under Other Health Impairment may also be eligible under another category if he or she meets the criteria for that other category and needs special education and related services. All children who have one or more conditions listed under Other Health impairment are not necessarily eligible to receive special education services under IDEA.



Section 2: Disability

Procedures for Determination

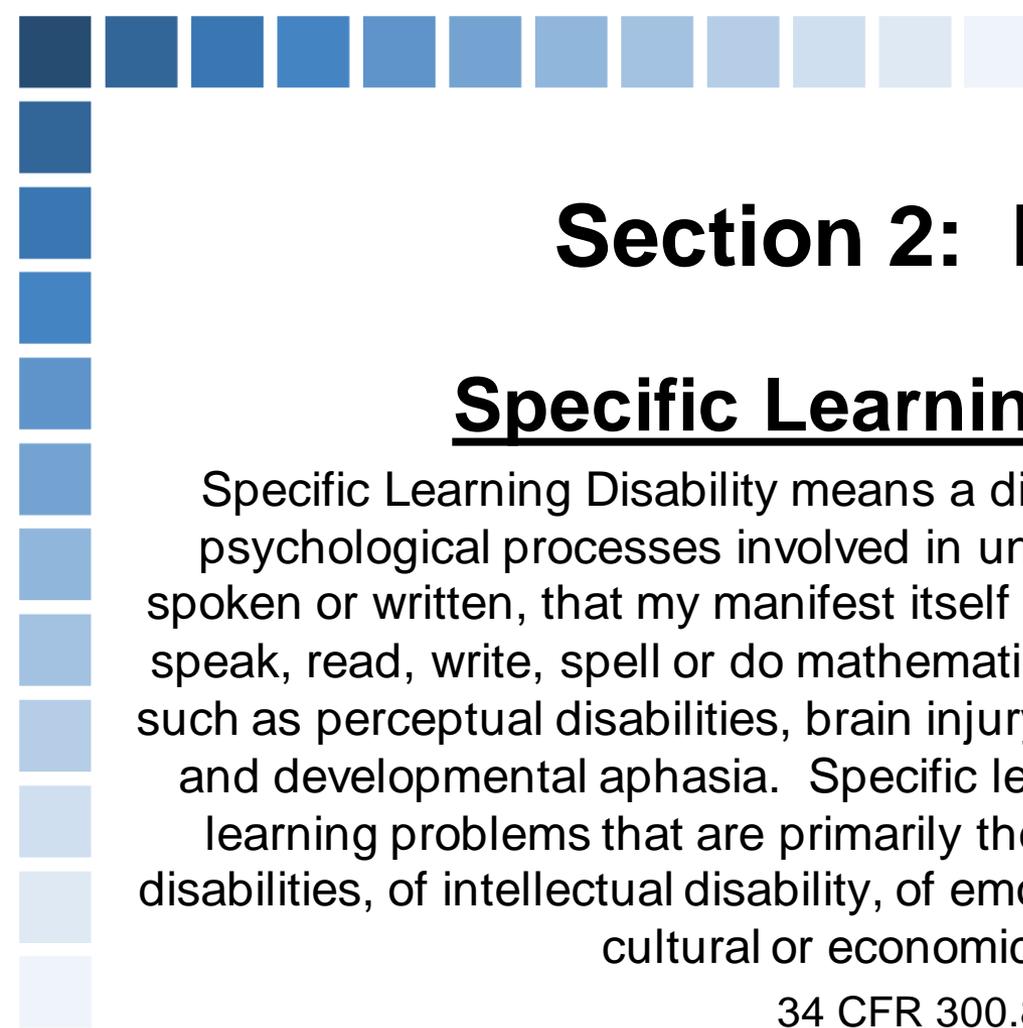
(All Steps Required)

Speech or Language Impairment –

Speech or language impairment means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects the child's educational performance.

34 CFR 300.8(c)(11)

- Data from general education interventions, if appropriate, utilizing research based intervention techniques indicate that the response to intervention is not adequate.
- For assessments that provide standard scores, the criteria for determining disability will be in the moderate to severe range for the child's age as determined by the rating scale.
- For assessments that do not provide standard scores, criteria for a moderate to severe disability must be met by the quantifiable measure as determined by the rating scales.
- For clinical observations documenting the effect of communication on educational performance in evaluation reports, the criteria for meeting a moderate to severe disability must be detailed by the examiner as determined by the rating scales.
- Evaluation data shall be entered into a rating scale by the IEP Team which measures a moderate to severe level of speech or language impairment in all levels of assessment.
- Diagnosis will be by a licensed or certified professional who is qualified to make a diagnosis under this criteria.

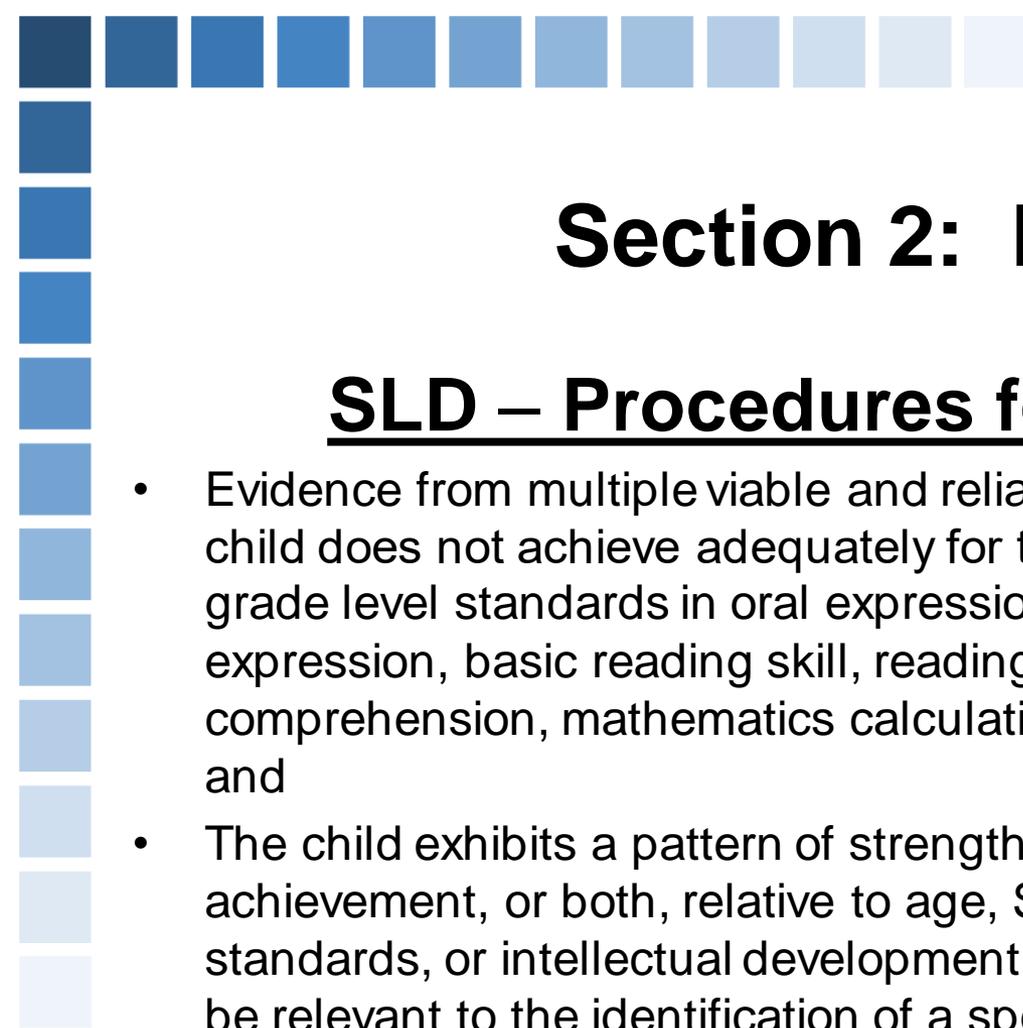


Section 2: Disability

Specific Learning Disability –

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance or environmental, cultural or economic disadvantage.

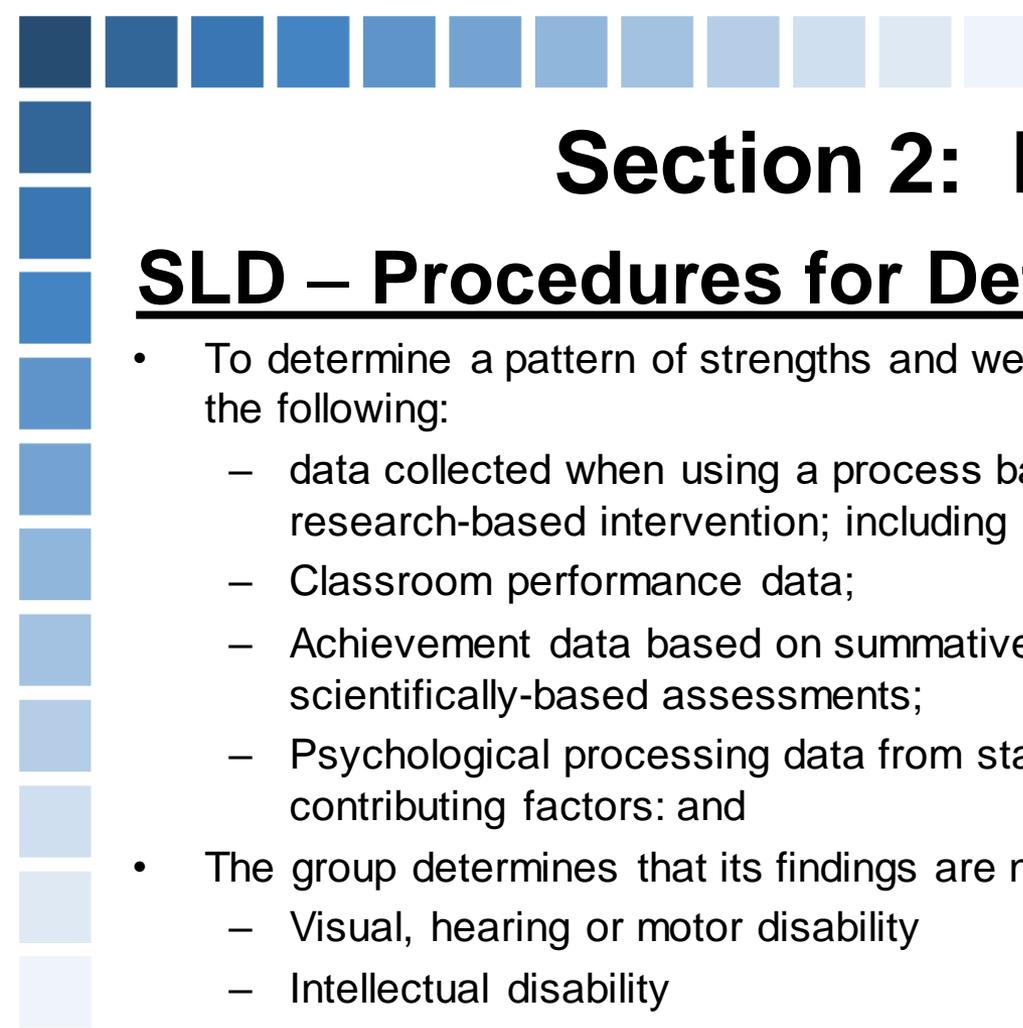
34 CFR 300.8(c)(10)



Section 2: Disability

SLD – Procedures for Determination

- Evidence from multiple viable and reliable sources demonstrates that the child does not achieve adequately for the child's age or State approved grade level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematical problem solving; and
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.



Section 2: Disability

SLD – Procedures for Determination continued

- To determine a pattern of strengths and weaknesses, the IEP Team must consider the following:
 - data collected when using a process based on the child’s response to scientific, research-based intervention; including general education interventions;
 - Classroom performance data;
 - Achievement data based on summative assessments, State assessments or scientifically-based assessments;
 - Psychological processing data from standardized measures to identify contributing factors: and
- The group determines that its findings are not primarily the result of
 - Visual, hearing or motor disability
 - Intellectual disability
 - Emotional disturbance
 - Cultural factors
 - Environmental or economic disadvantage or
 - Limited English proficiency



Section 2: Disability

Traumatic Brain Injury –

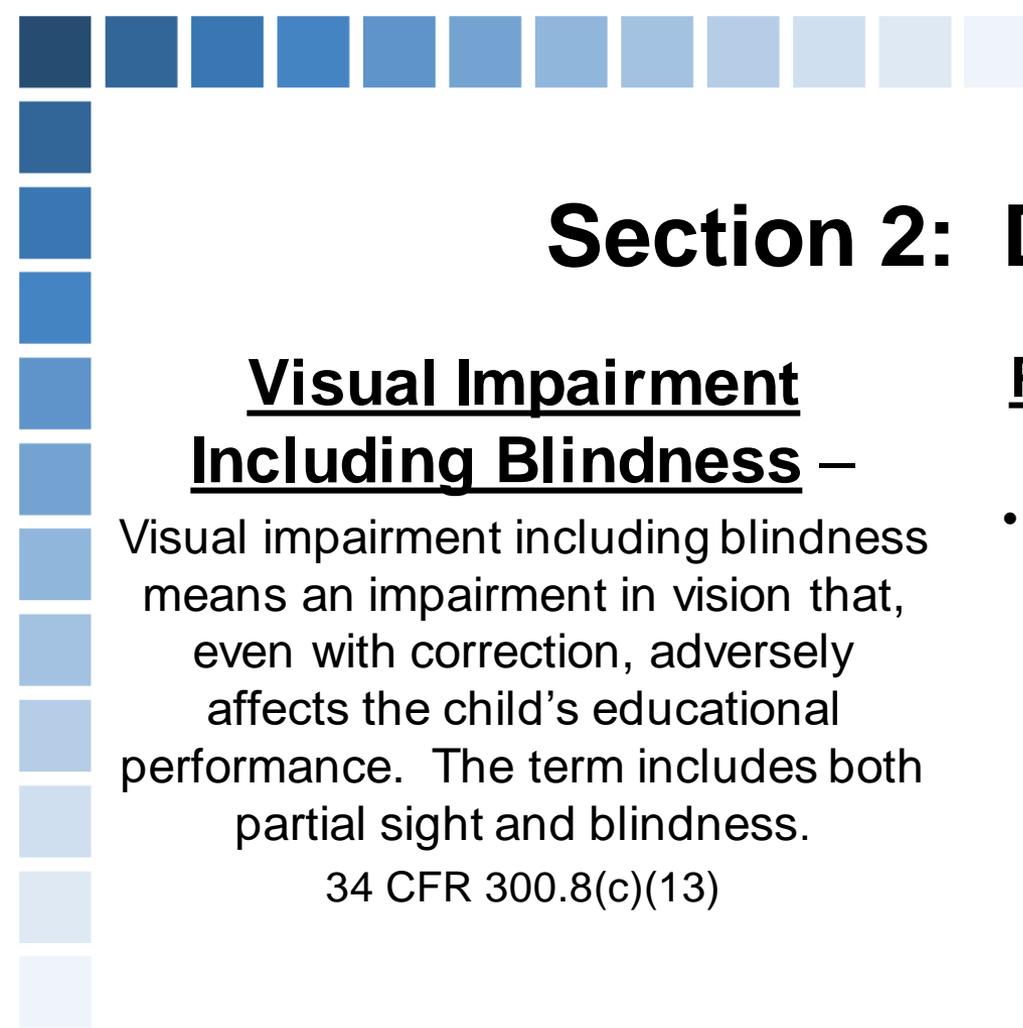
Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Procedures for Determination

(All Steps Required)

- Evaluation will be done by qualified personnel who are qualified to make the diagnosis
- The IEP Team will determine if the impairment adversely affects the child's educational performance.

34 CFR 300.8(c)(12)



Section 2: Disability

Visual Impairment Including Blindness –

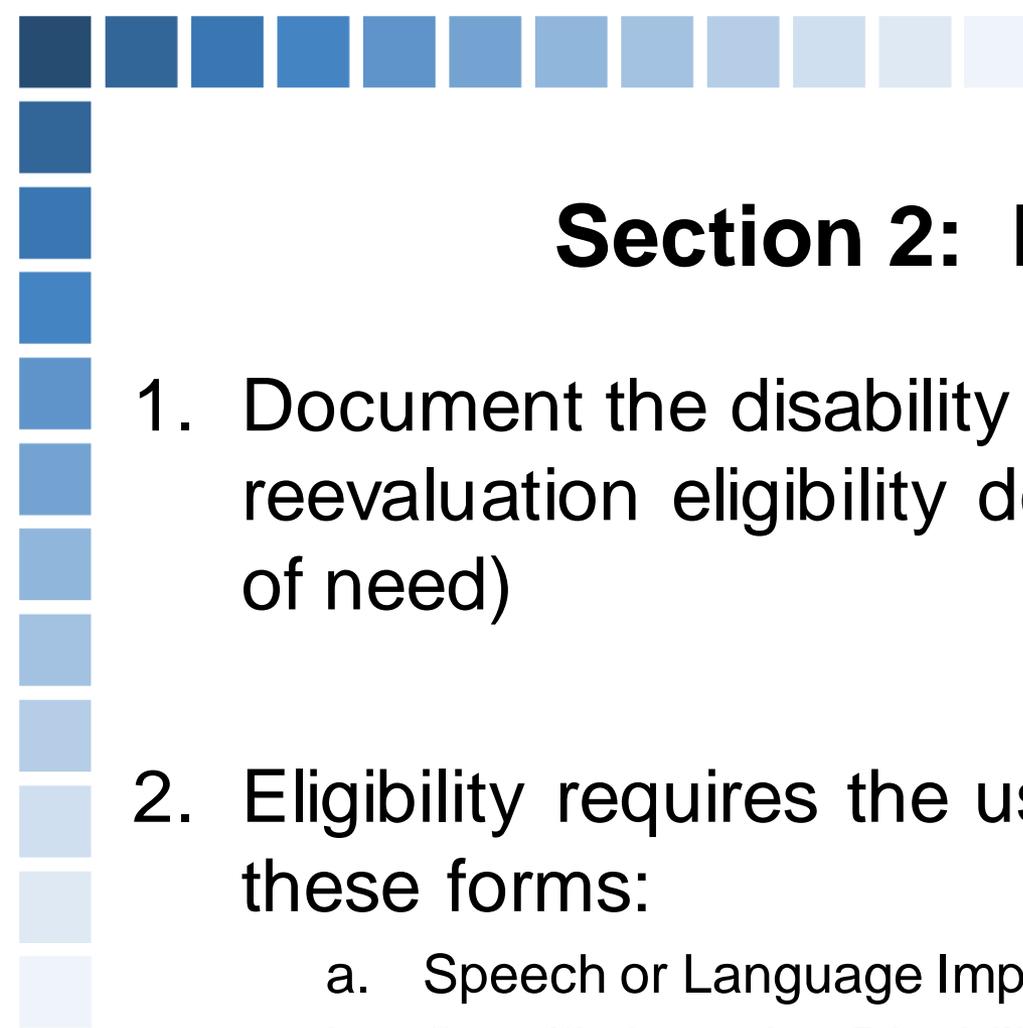
Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects the child's educational performance. The term includes both partial sight and blindness.

34 CFR 300.8(c)(13)

Procedures for Determination

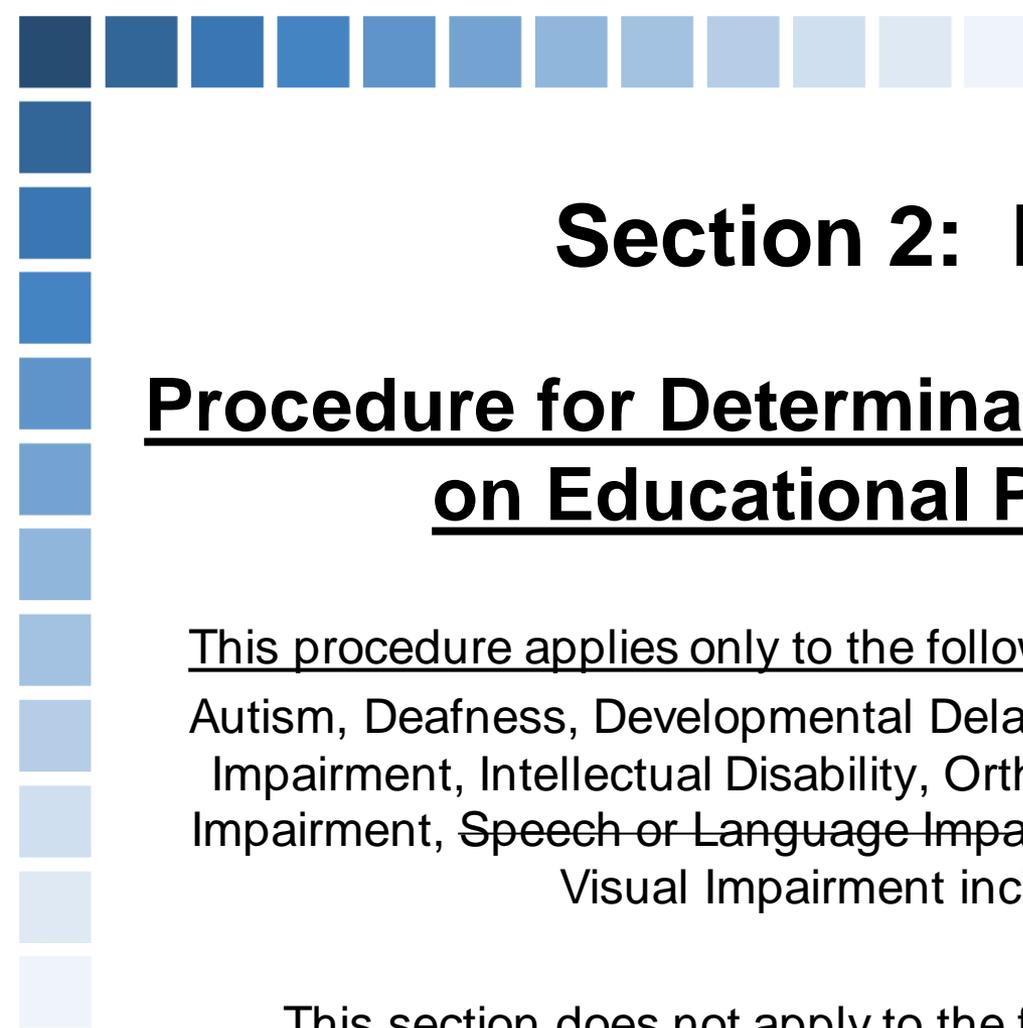
(All Steps Required)

- A child displays a visual impairment when a visual impairment or progressive vision loss has been diagnosed by a licensed, qualified optometrist or ophthalmologist, and the diagnostic report indicates that the child displays a visual impairment.



Section 2: Disability

1. Document the disability based on the initial or reevaluation eligibility decision (identifies areas of need)
2. Eligibility requires the use of at least one of these forms:
 - a. Speech or Language Impairment Eligibility Form
 - b. Specific Learning Disability Eligibility Form
 - c. Form for Determination of Adverse Effect on Educational Performance



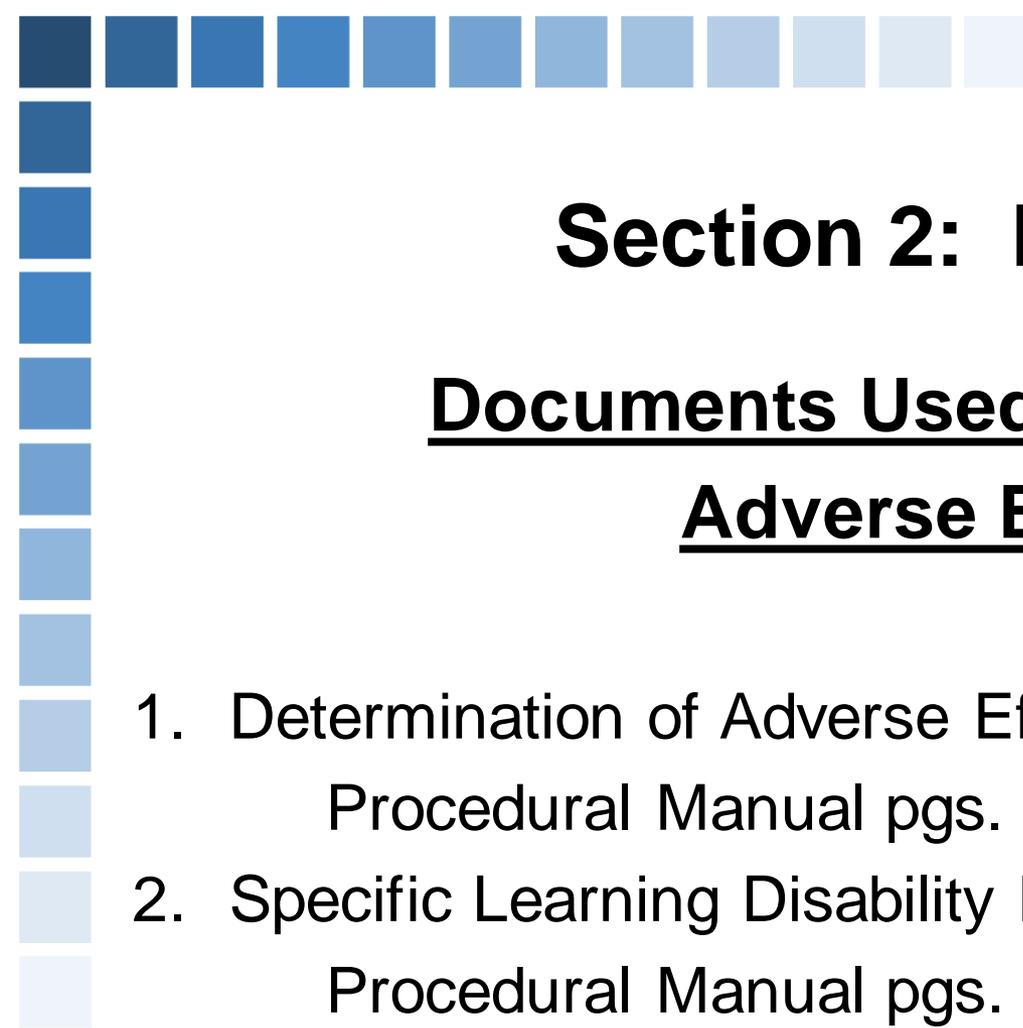
Section 2: Disability

Procedure for Determination of Adverse Effect on Educational Performance –

This procedure applies only to the following disability eligibility categories:
Autism, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, ~~Speech or Language Impairment~~, Traumatic Brain Injury and Visual Impairment including Blindness.

This section does not apply to the following disabilities where the demonstration of adverse effect is not required as a condition for special education eligibility:

Deaf-Blindness, Multiple Disabilities and Specific Learning Disability.



Section 2: Disability

Documents Used to Determine Adverse Effect –

1. Determination of Adverse Effect
Procedural Manual pgs. 6-11
2. Specific Learning Disability Eligibility Form
Procedural Manual pgs. 62-73
3. Speech or Language Impairment Eligibility Form
Procedural Manual pgs. 74-81

Adverse Effect on Educational Performance



Form for the Determination of Adverse Effect on Educational Performance

Maine Unified Special Education Regulations (MUSER VII.3)

Date of Meeting:			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:	

Reason for use of form: Initial Eligibility Continuing Eligibility/Dismissal

This form is to be used to consider eligibility for all disability categories except Specific Learning Disability, Speech or Language Impairment, and Deaf-Blindness.

Adverse effect/Adversely affects definition (MUSER II.3)

The word "adverse" commonly means "harmful, impeding, obstructing, or detrimental." To "adversely affect" means to have a negative impact that is more than a minor or transient hindrance, evidenced by findings and observations based on data sources and objective assessments with replicable results. An adverse effect on educational performance does not include a developmentally appropriate characteristic of age/grade peers in the general population.

I.A. The IEP Team has reviewed the following assessment(s) or data source(s) to determine adverse effect resulting from the child's disability [check one of the boxes in each category and provide verification by describing the data that supports the determination as to whether or not adverse effect is demonstrated]:

* N/A=not available

	Yes	No	N/A*
1. Do standard or percentile scores on nationally-normed, individually-administered achievement test(s), or for children ages 3 to 5, appropriate multi-domain nationally-normed test(s) or rating scale(s), demonstrate adverse effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification:			

Adverse Effect on Educational Performance

<p>2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum-based measures, demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>3. Do any reports prepared by the SAU or presented by the parent/guardian that reflect academic or functional performance document adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>4. Does the child's performance on comprehensive assessments based on a system of learning results, or the Common Core as of 2014, or measurements of indicators within the Early Childhood Learning Guidelines, demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>5. Do criterion-referenced assessments of academic or functional performance demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>6. Do child work products, language samples, or portfolios demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>7. Does disciplinary evidence, or rating scales based on systemic observations in more than one setting (whenever possible) by professionals or parents/guardians, demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>
<p>8. Do the child's attendance patterns demonstrate adverse effect?</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>	<p>N/A*</p> <input type="checkbox"/>

Adverse Effect on Educational Performance

Verification:			
9. Do the child's social or emotional deficits (if any), as observed by professionals or parents/guardians in multiple settings (whenever possible), on clinical rating scales or in clinical interviews, demonstrate adverse effect?	Yes	No	N/A*
Verification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other (add any other data sources)	Yes	No	N/A*
Verification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.B. Was only one assessment/data source considered?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If the answer to the question is "Yes", state the IEP Team's rationale for the determination that the single assessment/data source is adequate for the determination of adverse effect on educational performance:

II. Has the IEP Team determined that there is an adverse effect on educational performance resulting from the child's disability?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

III. The adverse effect that results from the child's disability is, (check one)

of such a degree or kind that the child requires special education in order to benefit from his/her education program.

correctible through accommodations in the child's regular education program.

Summarize the basis for the determination as to whether the child requires special education in order to benefit from his/her education program **OR** the adverse effect is correctible through accommodations in the child's regular education program.

If the first box was checked, the child qualifies as a child with a disability under the Maine Unified Special Education Regulations and is entitled to an Individualized Education Program. If the second box was checked, the child does not qualify as a child with a disability under Maine Unified Special Education Regulations and is not entitled to an Individualized Education Program.

Speech or Language Impairment Eligibility Form



Speech or Language Impairment Eligibility Form Maine Unified Special Education Regulations (MUSER VII.2.K)

Date of Meeting:			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:	

A child must meet **at least one of the four** criteria listed and to such a degree that it **adversely affects** educational performance and requires special education for the child to benefit from his/her education program. **This form is to be completed by the IEP Team whenever there is a meeting to determine eligibility or consider a change in eligibility (including dismissal from special education).**

1. Does the child exhibit an articulation impairment based on the articulation severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification:		
2. Does the child exhibit a language impairment based on the language severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification:		
3. Does the child exhibit a fluency impairment based on the fluency severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification:		
4. Does the child exhibit a voice impairment based on the voice severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification:		

If the team has checked YES to any of Questions 1-4, check YES on Question 5, then go to question 6. If not, check NO on Question 5; the child does not qualify as a child with a speech or language impairment.



Speech or Language Impairment Eligibility Form

5. Does a speech or language impairment exist?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Does the child's speech or language impairment adversely affect his/her educational performance?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification:		
<p>If the answer to Question 6 is YES, go to Question 7. If NO, the child does not qualify as a child with a speech or language impairment.</p>		
7. If there is a speech or language impairment , the impairment is of such nature and degree that [check one and summarize the basis for that selection in the area marked "Verification"]:		
<input type="checkbox"/>	a. the child requires special education.	
<input type="checkbox"/>	b. it can be adequately addressed through general education interventions and/or accommodations.	
Verification:		
<p>If the box in question 7(a) is checked, the child qualifies as a child with a speech or language impairment. If the box in question 7(b) is checked, the child does not qualify as a child with a speech or language impairment.</p>		
<small>Word Recognition Worksheet R1119</small>	<small>Revised by Connecticut Assessment Revisions Team</small>	<small>Page 5</small>

Speech or Language Impairment Eligibility Form

 **Articulation Severity Rating Scale**

Articulation impairment: The abnormal production of speech sounds including: substitutions, omissions, distortions or additions of speech sounds not commensurate with child's chronological age or cultural linguistic background and not related to dialect.

No articulation assessment needed. To find the presence of an impairment, ratings in **Description of Articulation, Standardized Assessments and Informal Assessments** **MUST** fall within the moderate or severe category.

	<input type="checkbox"/> No apparent problem	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe
Description of Articulation	No sound errors present or production is developmentally appropriate.	<ul style="list-style-type: none"> • Sound errors are intelligible but noticeable. • Errors consist of common types of substitutions and/or distortions. 	<ul style="list-style-type: none"> • More numerous articulation errors are present. Intelligibility is difficult for an unfamiliar listener. • Excessive use (40% or more) of substitution or omission processes which are inappropriate for age. 	<ul style="list-style-type: none"> • Many articulation errors are present. Speech is frequently unintelligible to most listeners. • Excessive use (40% or more) of omission processes or unique processes which are inappropriate for age.
Standardized Assessments	<ul style="list-style-type: none"> • A standard score <1.0 standard deviation below the mean. • A standard score of ≥86. • 16th percentile or above. 	<ul style="list-style-type: none"> • 1 to 1.4 standard deviations below the mean. • 7-15th percentile. • A standard score of 78-85. • ≤2 speech sound errors outside developmental guidelines. Children may be stimulable for error sounds. 	<ul style="list-style-type: none"> • 1.5 to 1.9 standard deviations below the mean. • 2-6th percentile. • A standard score of 70-77. • Substitutions, distortions and some omissions may be present. There is limited stimulability for the error phonemes. 	<ul style="list-style-type: none"> • ≥2 standard deviations below the mean. • <2nd percentile. • A standard score <70. • Deviations may range from extensive substitutions and many omissions to extensive omissions.
Informal Assessments	<input type="checkbox"/> No apparent problem	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe
Ages 3-4	Intelligible >80% of the time in connected speech.	Intelligible 61-80% of the time in connected speech.	Intelligible 40-60% of the time in connected speech.	Intelligible <40% of the time in connected speech.
Ages 4-5	Intelligible >80% of the time in connected speech.	Intelligible 60-80% of the time in connected speech.	Intelligible 60-80% of the time in connected speech.	Intelligible <60% of the time in connected speech.
Ages 5-20	Intelligible >80% of the time in connected speech.	Intelligible 60-80% of the time in connected speech.	Intelligible 60-80% of the time in connected speech.	Intelligible <60% of the time in connected speech.

Speech or Language Impairment Eligibility Form



Speech or Language Impairment Eligibility Form/Severity Rating Scales

Fluency Severity Rating Scale

Fluency impairment: Abnormal speech production with reference to continuity, smoothness, rate and effort.

No fluency assessment needed. To find the presence of an impairment, ratings in *Description of Fluency and Informal Assessments* **MUST** fall within the moderate or severe category.

	<input type="checkbox"/> No apparent problem	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe
Standardized Assessments/ Description of Fluency	Fluency of speech does not draw attention to the child and is developmentally appropriate.	<ul style="list-style-type: none"> • 3-5% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables. • No secondary characteristics, frustration and avoidance behaviors present. • Fluent speech predominates. 	<ul style="list-style-type: none"> • 6-10% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables. • Secondary characteristics, frustration and avoidance behaviors may be present. 	<ul style="list-style-type: none"> • ≥11% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables. • Secondary characteristics, frustration and avoidance behaviors are present, typically noticeable and distracting.
Informal Assessments	<input type="checkbox"/> No apparent problem	Transitory dysfluencies are observed in specific situations.	Frequent dysfluencies are observed in many situations.	Habitual dysfluent behaviors are observed in a majority of situations.

Speech or Language Impairment Eligibility Form



Speech or Language Impairment Eligibility Form/Severity Rating Scales

Voice Severity Rating Scale

When a child is referred for a voice impairment, a medical referral is indicated.

Voice impairment: The absence or abnormal production of voice characterized by: deviant initiation/duration, tonal quality, pitch, loudness and/or resonance for age or speaking situation.

<input type="checkbox"/> No voice assessment needed.	To find the presence of an impairment, ratings in Description of Voice and Informal Assessments MUST fall within the moderate or severe category.
--	--

	<input type="checkbox"/> No apparent problem	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe
Description of Voice	<input type="checkbox"/> Voice production quality (tension, resonance), pitch and intensity are not unusual.	<input type="checkbox"/> Inconsistent noticeable differences in voice production quality (tension, resonance), pitch or intensity.	<input type="checkbox"/> Persistent noticeable differences in voice production quality (tension, resonance), pitch or intensity.	<input type="checkbox"/> Persistent noticeable extreme differences in voice production quality (tension, resonance), pitch or intensity.
Informal Assessments	<input type="checkbox"/> No apparent problem	<input type="checkbox"/> Voice difference including hoarseness, hypernasality, hyponasality, pitch or intensity is somewhat inappropriate for the child's age. Voice difference is of little or no concern to a physician.	<input type="checkbox"/> Voice difference including hoarseness, hypernasality, hyponasality, pitch or intensity is significantly inappropriate for the child's age. Voice difference is of concern to a physician.	<input type="checkbox"/> Voice difference including hoarseness, hypernasality, hyponasality, pitch or intensity is distinctly abnormal for the child's age. Voice difference is of concern to a physician.

Specific Learning Disability Eligibility Form



Specific Learning Disability Eligibility Form

Maine Unified Special Education Regulations (MUSER VII.2.1)

Date of Meeting:			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:	

Specific Learning Disability definition (MUSER VII.2.1):

The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, or intellectual disability, or emotional disturbance or environmental, cultural or economic disadvantage.

Part A: Qualifying Considerations

I. Does evidence from multiple valid and reliable sources demonstrate that the child is achieving adequately for the child's age and is meeting State-approved grade level standards in all of the areas below? (MUSER VII.2.1(2)(a)(i))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

For children from diverse cultural and/or linguistic backgrounds that place them outside the group on which standardized achievement tests were normed, consider only age or grade equivalent scores, not standardized scores. For such children, determinations in this section should be made using a multi-tiered problem-solving approach such as analysis of work samples and other performance data. (MUSER VII.2.1(2)(a)(i)).

If the answer to Question 1 is YES, the child does not qualify as a child with a specific learning disability under MUSER. Provide data supporting that determination in the area below marked "Verification" and proceed to Question 8.

If the answer to Question 1 is NO, indicate below the areas in which the child is not achieving adequately. Provide data supporting that determination in the area marked "Verification" and proceed to Question 2.

Oral expression	<input type="checkbox"/>	Reading fluency skills	<input type="checkbox"/>
Listening comprehension	<input type="checkbox"/>	Reading comprehension	<input type="checkbox"/>
Written expression	<input type="checkbox"/>	Mathematic calculation	<input type="checkbox"/>
Basic reading skill	<input type="checkbox"/>	Mathematics problem-solving	<input type="checkbox"/>

Verification:

Specific Learning Disability Eligibility Form

Child's name: _____ Date: _____

2. If the child is not achieving adequately in all areas, is the underachievement due to the lack of learning experiences and instruction appropriate for the child's age or state approved grade level standards? (MUSER VII.2.1(2)(a)(1))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

In making this determination, the Team must:

- a. Consider whether the child, prior to or as a part of the referral process, was provided appropriate instruction in regular education settings, delivered by qualified personnel (MUSER VII.2.1(2)(a)(i)); **and**
- b. For culturally and linguistically diverse children and children from diverse educational backgrounds, consider the extent to which the child has been exposed to culturally and linguistically appropriate instruction.

If the answer to Question 2 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Provide information supporting that determination in the area below marked "Verification" and proceed to Question 5.

If the answer to Question 2 is **NO**, provide information supporting that determination in the area marked "Verification" and proceed to Question 3.

3. If the child is not achieving adequately in all areas, is the child's lack of achievement primarily the result of any of the following factors? Provide evidence supporting each determination in the areas below marked "Verification."

a. Visual, hearing or motor disability (MUSER VII.2.1(2)(a)(ii)(aa))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

b. Intellectual disability (MUSER VII.2.1(2)(a)(ii)(bb))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

c. Emotional disturbance (MUSER VII.2.1(2)(a)(ii)(cc))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.1(2)(a)(ii)(dd-f))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

If the answer to any sub-part of Question 3 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Proceed to Question 5.

If the answer to all sub-parts of Question 3 is **NO**, proceed to question 4.

Specific Learning Disability Eligibility Form

<p>4. Does the child exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development that is determined by the IEP Team to be relevant to the identification of a specific learning disability, using appropriate assessments? (MUSER VII.2.1(2)(a)(ii))</p> <table border="1"> <tr> <td>YES</td> <td>NO</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>		YES	NO	<input type="checkbox"/>	<input type="checkbox"/>											
YES	NO															
<input type="checkbox"/>	<input type="checkbox"/>															
	<table border="1"> <thead> <tr> <th></th> <th>Verification of Strengths</th> <th>Verification of Weaknesses</th> </tr> </thead> <tbody> <tr> <td>a. Data collected when using a process that is based on the child's response to scientific research-based intervention, including general education interventions under MUSER Section III. (MUSER VII.2.1(2)(a)(i)(aa))</td> <td></td> <td></td> </tr> <tr> <td>b. Classroom performance data. (MUSER VII.2.1(2)(a)(i)(bb))</td> <td></td> <td></td> </tr> <tr> <td>c. Achievement data based on summative assessments in the district's core curricula, State assessments and/or published nationally norm-referenced assessments. (MUSER VII.2.1(2)(a)(i)(cc))</td> <td></td> <td></td> </tr> <tr> <td>d. Psychological processing data from standardized measures to identify contributing factors, including standardized composite scores from nationally norm-referenced measures of skills such as, but not limited to, phonological processing, information retrieval and processing speed, language, working memory, long-term memory, short-term memory, auditory processing, visual spatial reasoning. (MUSER VII.2.1(2)(a)(i)(dd))</td> <td></td> <td></td> </tr> </tbody> </table>		Verification of Strengths	Verification of Weaknesses	a. Data collected when using a process that is based on the child's response to scientific research-based intervention, including general education interventions under MUSER Section III. (MUSER VII.2.1(2)(a)(i)(aa))			b. Classroom performance data. (MUSER VII.2.1(2)(a)(i)(bb))			c. Achievement data based on summative assessments in the district's core curricula, State assessments and/or published nationally norm-referenced assessments. (MUSER VII.2.1(2)(a)(i)(cc))			d. Psychological processing data from standardized measures to identify contributing factors, including standardized composite scores from nationally norm-referenced measures of skills such as, but not limited to, phonological processing, information retrieval and processing speed, language, working memory, long-term memory, short-term memory, auditory processing, visual spatial reasoning. (MUSER VII.2.1(2)(a)(i)(dd))		
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<p>For culturally and/or linguistically diverse children, consider the patterns of strengths and weaknesses that are consistent with that population, e.g., many English learners struggle with literacy skills but perform better in less language-based skills such as math calculation.</p> <p>If the answer to Question 4 is NO, the child does not qualify as a child with a specific learning disability under MUSER. Proceed to Question 8.</p> <p>If the answer to Question 4 is YES, proceed to question 5.</p>																
<p>5. Relevant behavior noted during the observation(s) and its relationship to academic functioning (MUSER VII.2.1(2)(f)). The child must be observed in the learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. (MUSER VII.2.1(2)(g))</p> <p>NOTES:</p>																
<p>6. Educationally relevant medical findings (MUSER VII.2.1(2)(g)(IV))</p> <p>NOTES:</p>																
<p>7. Are the evaluations utilized valid and reliable assessments and performed by qualified individuals? (MUSER V.2.C(1)(a)&(d))</p> <table border="1"> <tr> <td>YES</td> <td>NO</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p>If NO, provide verification:</p>		YES	NO	<input type="checkbox"/>	<input type="checkbox"/>											
YES	NO															
<input type="checkbox"/>	<input type="checkbox"/>															



Maine DOE is offering **Contact Hours** for each **Special Services Zoom meeting** you view.

Please follow these steps:

1. Email Leora Byras at leora.byras@maine.gov at **the completion of the Data Series** with the codes for each Zoom meeting you viewed.
2. You **may** watch both Zoom meetings daily: 10:00 and/or 1:00
3. Allow at least **5 business days** to receive your certificate of participation.
4. You will only receive **one** certificate of participation which should include all Zoom codes from the **IEP Training**.

Code for Contact Hours

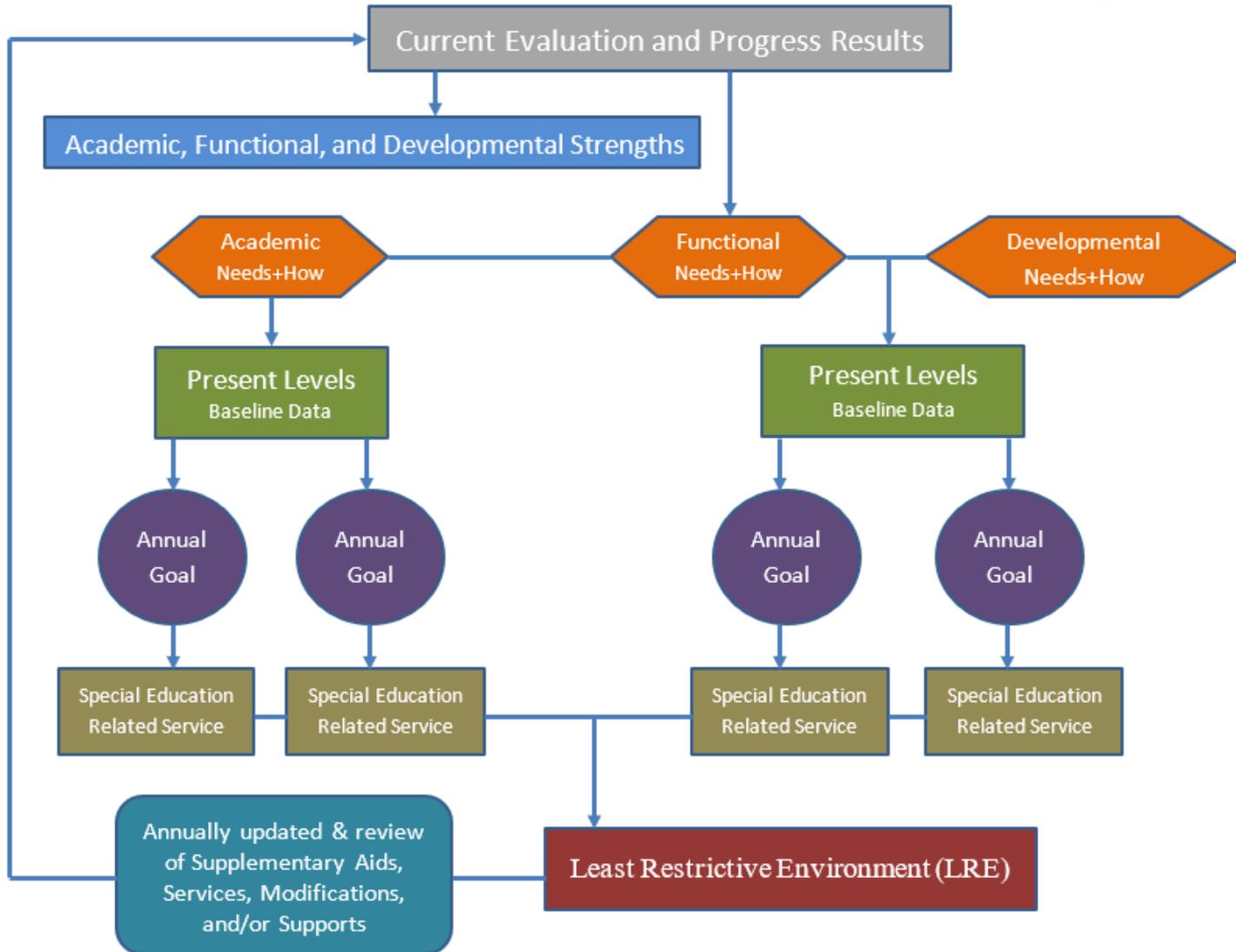
- Code will be shared in Chat Box



Stand Up and Stretch



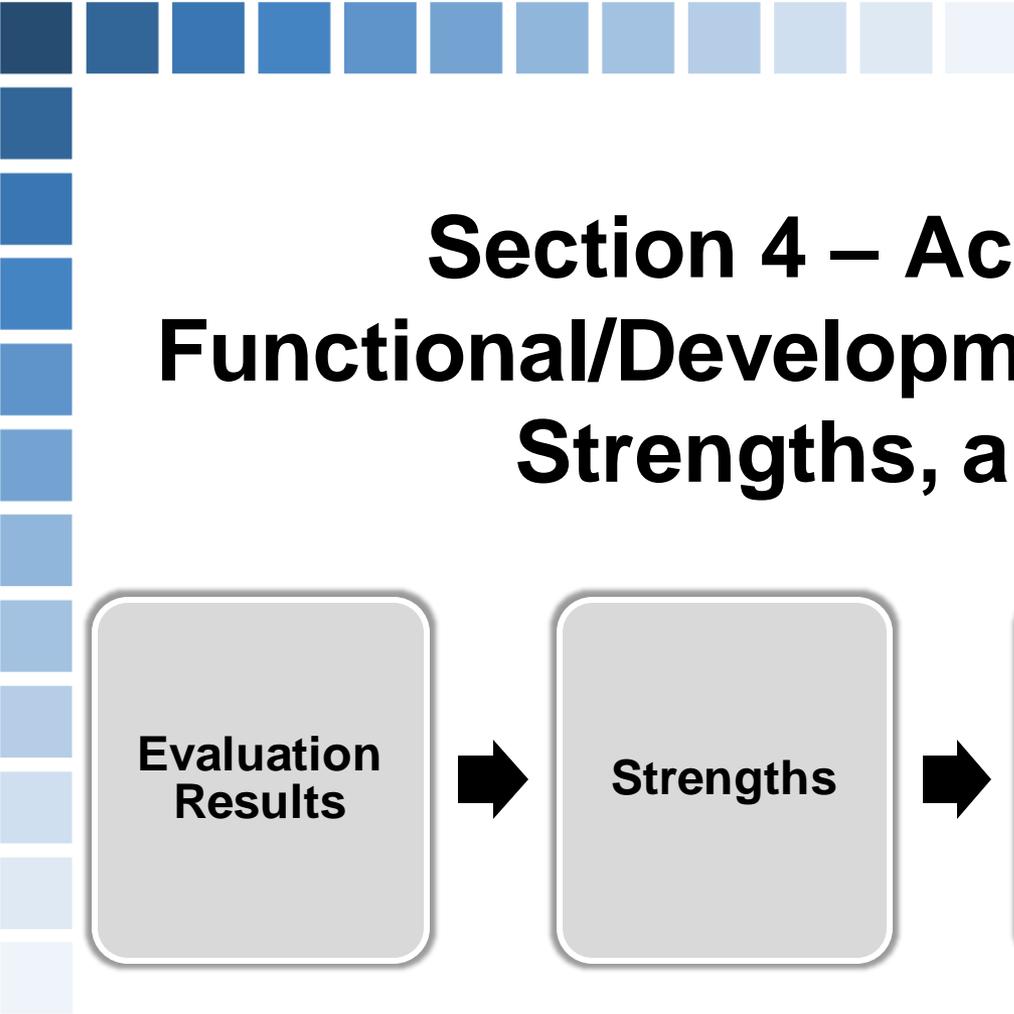
Individualized Education Plan IEP Alignment



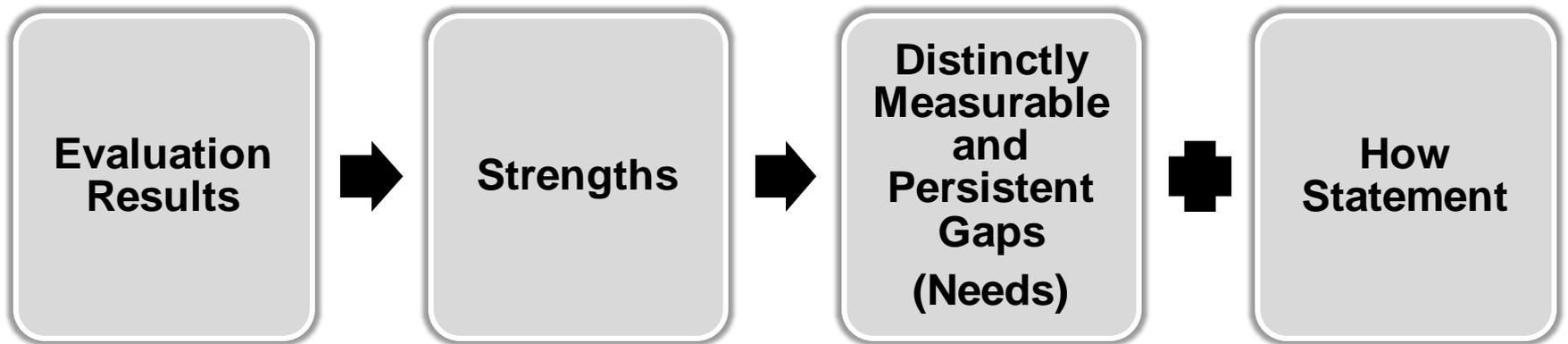
Section 3: Considerations “Table of Contents”

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))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Does the child have limited English proficiency? (MUSER IX.3.C.(2)(b))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Does the child have language needs, due to limited English proficiency, 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.	



Section 4 – Academic and Functional/Developmental Evaluations, Strengths, and Needs



Section 4 – Academic and Functional/Developmental Evaluations, Strengths, and Needs (MUSER IX.3.C.(1))

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: |
| B. Beyond the evaluative information in 4A , what are the academic, functional, and/or developmental strengths of the child? |
| 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? |
| 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? |
| 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? |

Section 4A – Results of All Evaluations

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:

- Academic evaluations (eligibility)
- Functional evaluations (eligibility)
- Relevant state/district assessments
- Transition assessments
- Other assessments
 - FBA
 - Additional Related Service Evaluations

Section 4A – Results of All Evaluations

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:

Document:

- Evaluation name
- Date of Evaluation
- Scores
 - Composite scores (broad scores)
 - Subtest scores (needs)
 - Summaries (rating scales)
 - Local assessments

Academic

- Reading
- Writing
- Listening
- Speaking
- Mathematical Problem Solving



Functional

- Cognitive
- Communicative
- Motor
- Adaptive
- Social/Emotional
- Sensory





Section 4B: Academic, Functional and/or Developmental Strengths

B. Beyond the evaluative information in 4A, what are the academic, functional, and/or developmental **strengths** of the child?

- These are based on evaluations and observations
- Include areas of strength and relative strengths the child demonstrates within their unique profile.
- Not a restatement of the standard scores in the “Average” range.
 - What does the strength **look** like in the classroom?

Section 4C: Distinctly Measurable and Persistent Gaps in Academic Performance and “How” Statement

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?

Identification of the distinctly measurable and persistent gaps in Academic performance

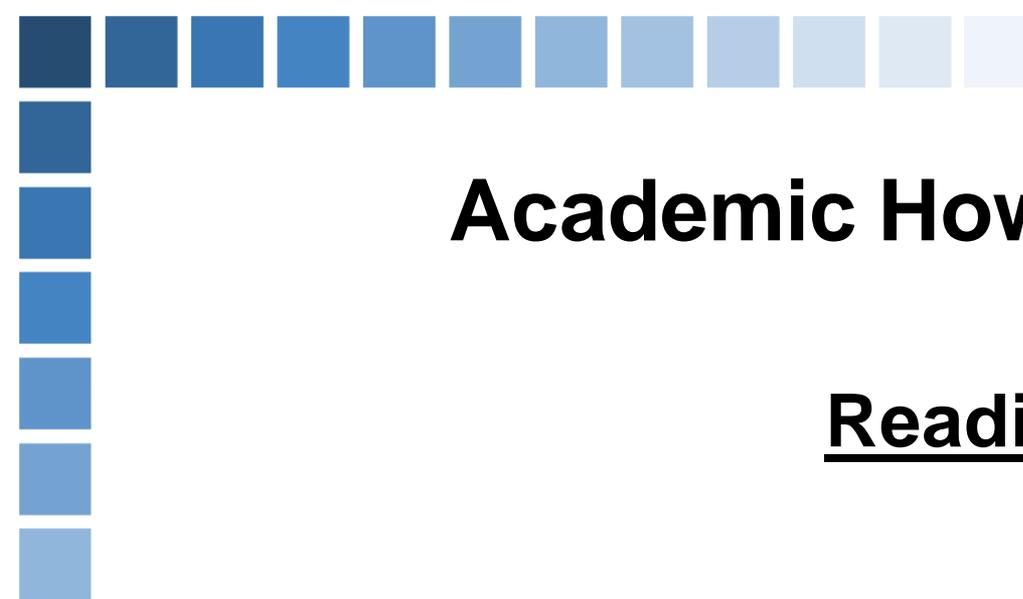
AND

How the deficit has an adverse impact on the child accessing the general education curriculum

Distinctly
Measurable
and Persistent
Gaps



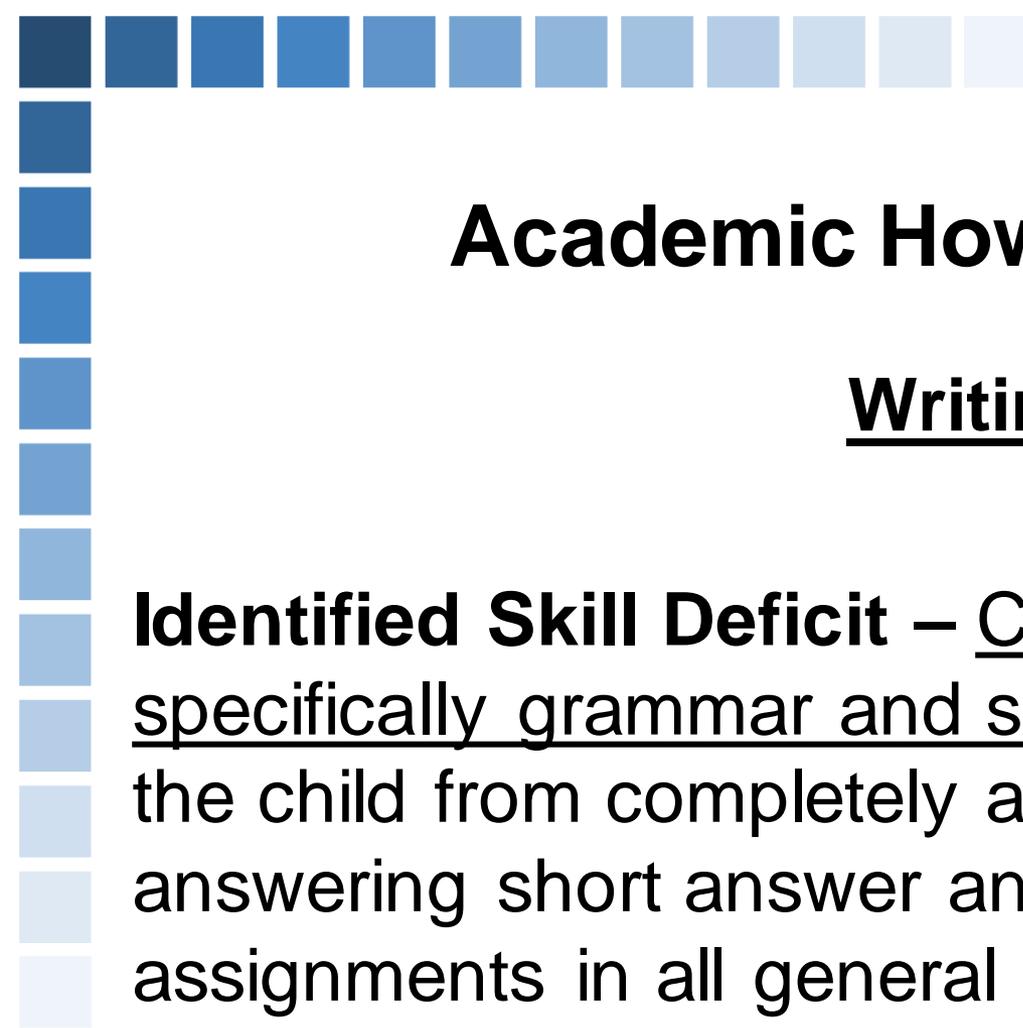
How
Statement



Academic How Statement

Reading

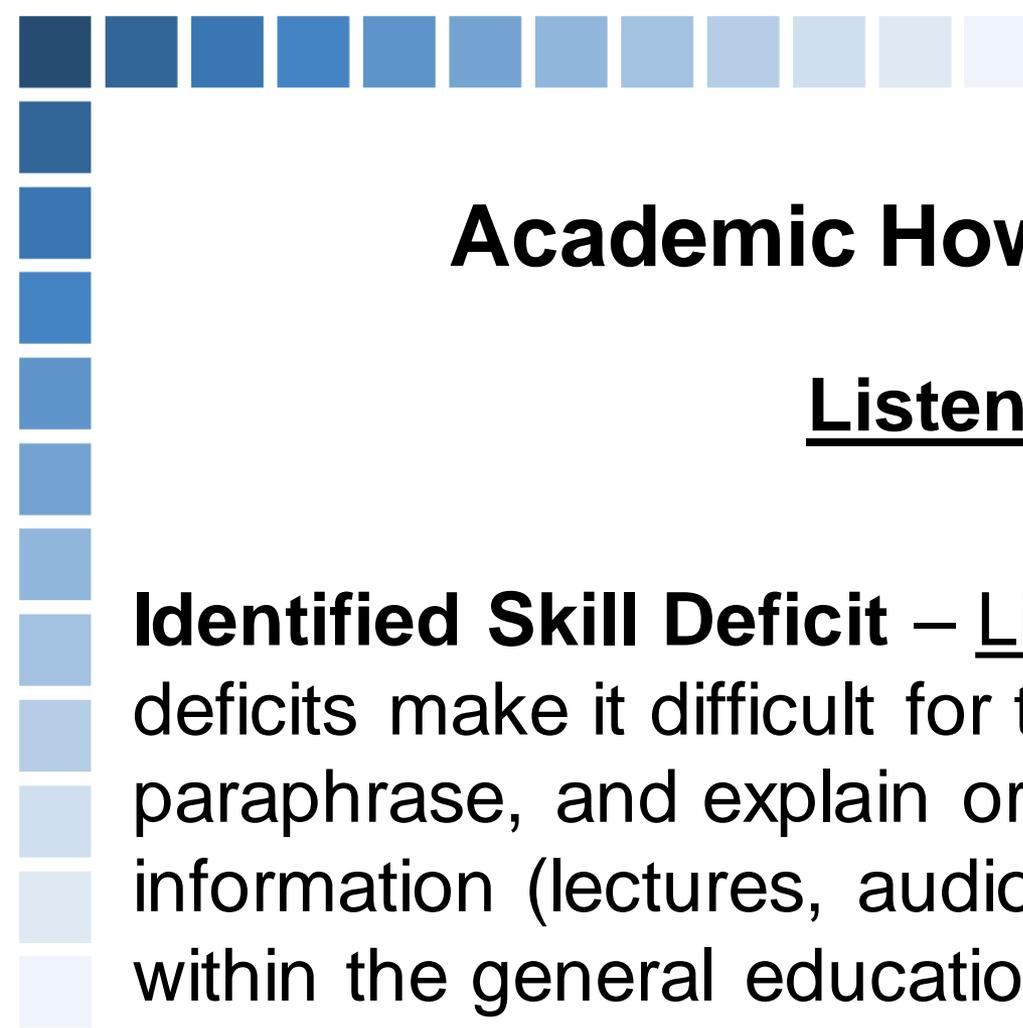
Identified Skill Deficit – Reading comprehension deficits impedes the child's ability to comprehend grade level text and accurately provide details described in the text across content areas within the general education curriculum.



Academic How Statement

Writing

Identified Skill Deficit – Conventions of writing, specifically grammar and spelling deficits inhibit the child from completely and accurately answering short answer and essay writing assignments in all general education classes that require that level of writing.



Academic How Statement

Listening

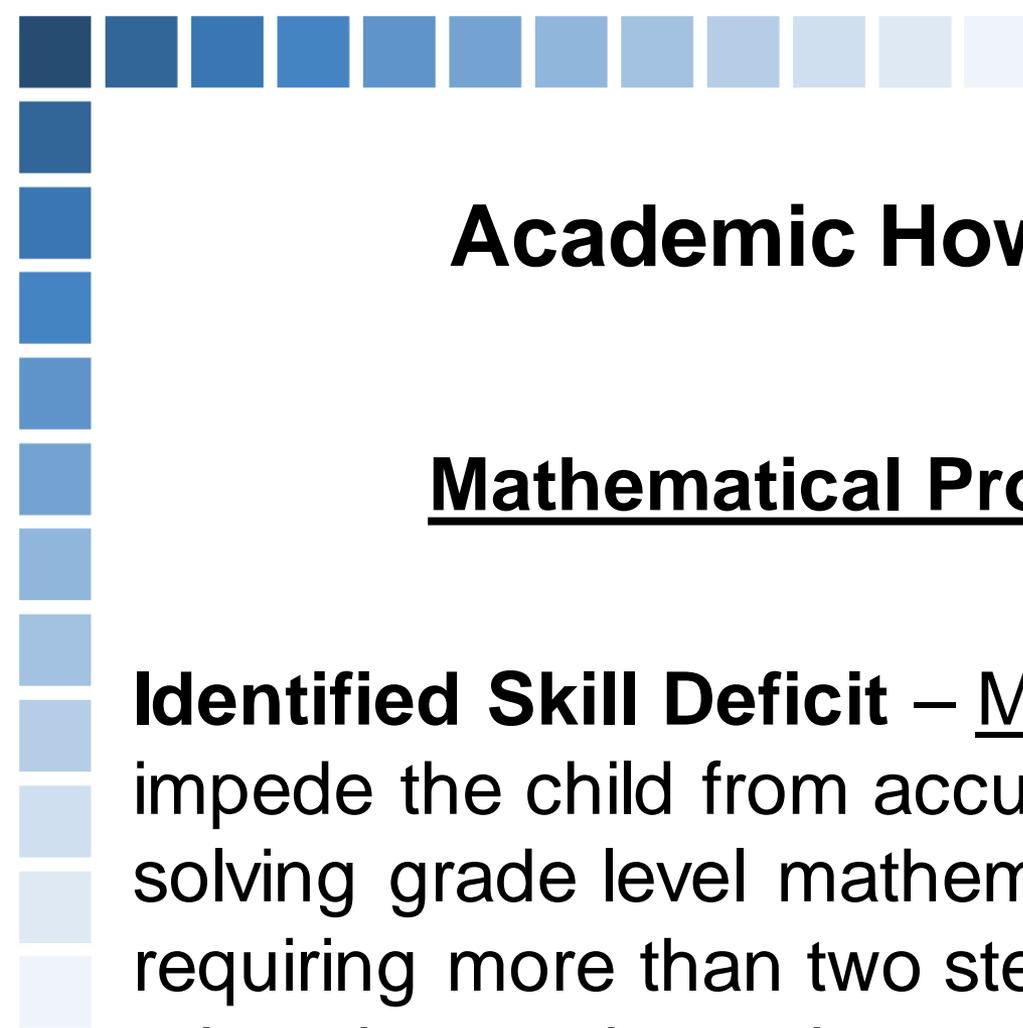
Identified Skill Deficit – Listening comprehension deficits make it difficult for the child to recall, paraphrase, and explain orally presented information (lectures, audio from video, etc.), within the general education curriculum.



Academic How Statement

Speaking

Identified Skill Deficit – An inability to tell or retell information and stories in a sequential order inhibit the child from expressing accurate details and orally demonstrating mastery of understanding content required within the grade level curriculum.



Academic How Statement

Mathematical Problem Solving

Identified Skill Deficit – Math fluency deficits impede the child from accurately and fluently solving grade level mathematical computations requiring more than two steps within the general education mathematics curriculum.



Academic How Statement

Multiple Skill Deficits

Identified Skill Deficits – Child’s reading fluency, reading comprehension and math calculation deficits impede ability to access grade level reading material, comprehend grade level text, and solve grade level mathematical computations within the general education curriculum.



Breakout Room Return and Share





Breakout Rooms

We will be randomly assigning you to individual rooms for approximately 5-7 minutes to discuss the following:

Identification of the distinctly measurable and persistent gaps in Academic and Functional Performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

Please be prepared to share upon return

Section 4D: Distinctly Measurable and Persistent Gaps in Functional Performance and “How” Statement

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?

Identification of the distinctly measurable and persistent gaps in Functional performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

Distinctly
Measurable
and Persistent
Gaps



How
Statement



Section 4D – Functional How Statement

Cognitive

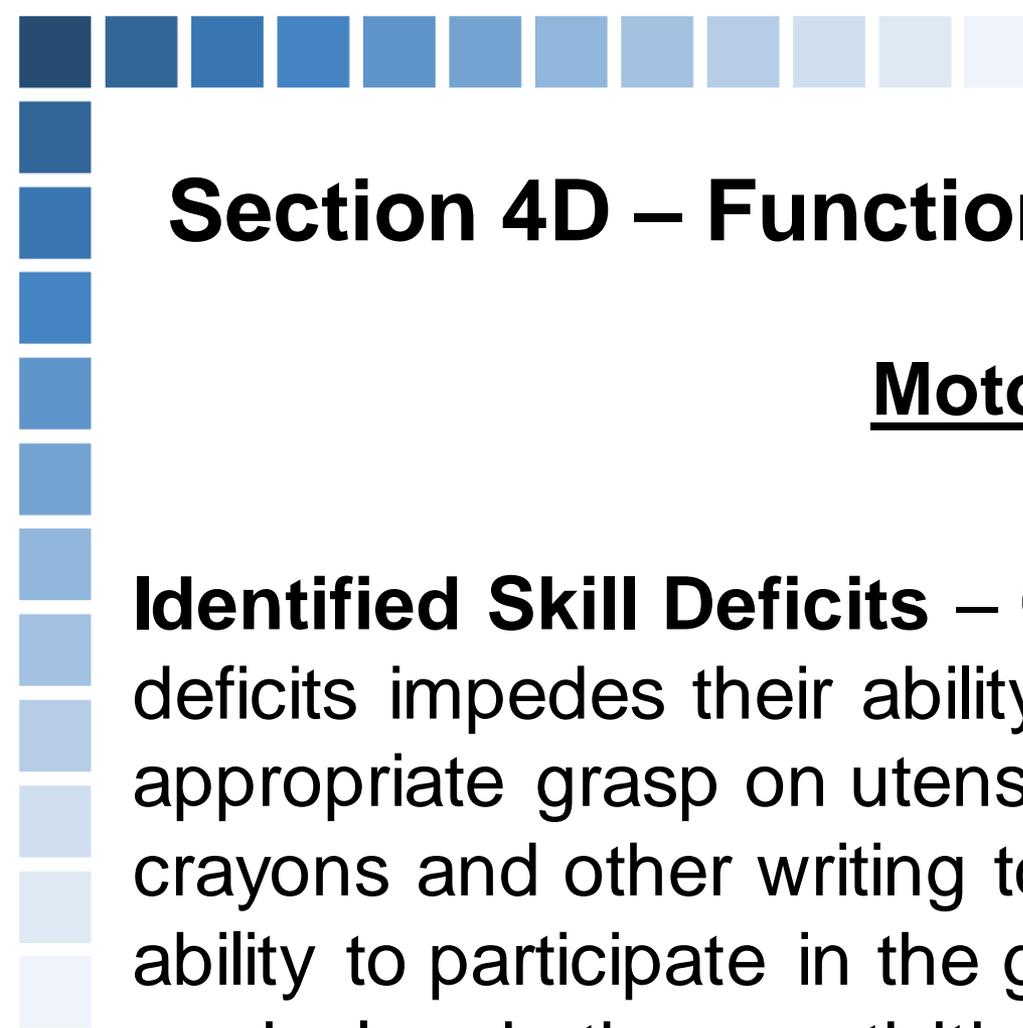
Identified Skill Deficit – Deficits in problem solving, and self and/or situational awareness skills impedes the child's ability to recognize and safely respond in unsafe situations. This impacts their ability to safely interact with same aged peers at grade level, and participate in the general education setting.



Section 4D – Functional How Statement

Communicative

Identified Skill Deficits – Expressive language deficits impedes the child's ability to speak clearly with peers, during center or other play activities. This impacts their ability to participate successfully in conversations, and has an impact on social situations within the general education curriculum.



Section 4D – Functional How Statement

Motor

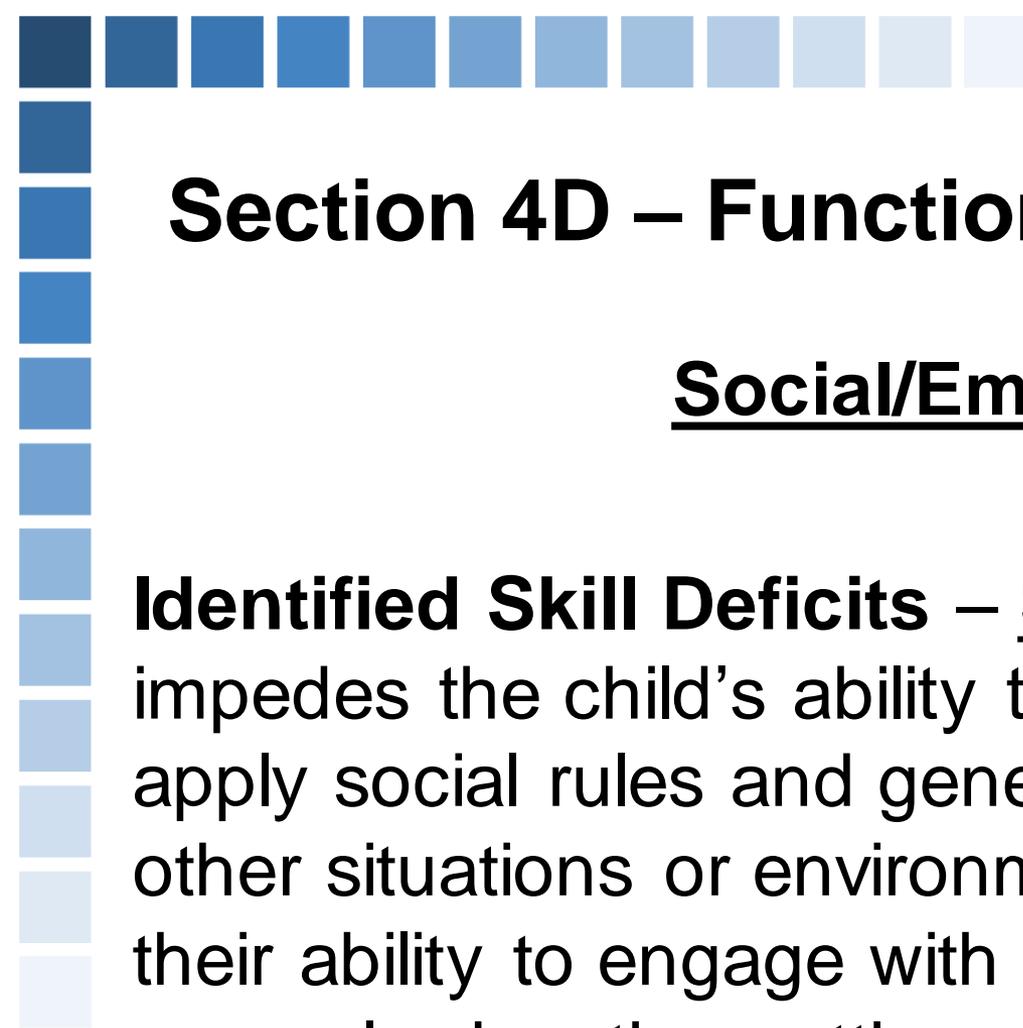
Identified Skill Deficits – Child’s fine motor skill deficits impedes their ability to maintain appropriate grasp on utensils, including scissors, crayons and other writing tools. This impacts their ability to participate in the general education curriculum in those activities that require fine motor control.



Section 4D – Functional How Statement

Adaptive

Identified Skill Deficits – Deficits in personal care/hygiene impedes the child's ability to be accepted socially in group activities by same aged peers within the general education setting.



Section 4D – Functional How Statement

Social/Emotional

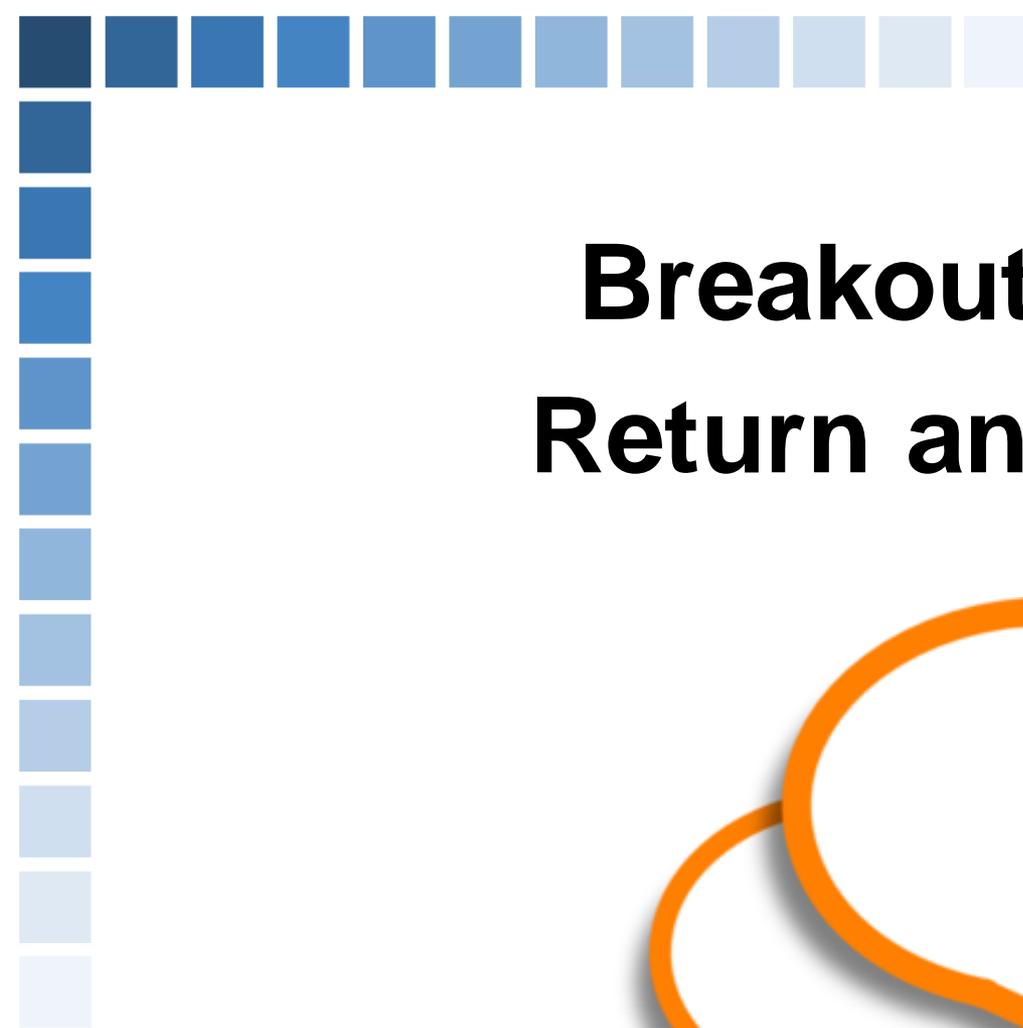
Identified Skill Deficits – Self regulation deficits impedes the child's ability to comprehend and apply social rules and generalize those rules to other situations or environments. This impacts their ability to engage with peers within the general education setting.



Section 4D – Functional How Statement

Sensory

Identified Skill Deficits – Tactile defensiveness impedes the child's ability to stay on task and follow directions. This impacts their ability to keep materials organized and create a plan to outline appropriate length of time needed to complete each step of assignments within the general education curriculum.



Breakout Room Return and Share



Section 4E: Developmental Needs and “How” Statement

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?

Identification of the distinctly measurable and persistent gaps in Developmental performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

**Distinctly
Measurable
and Persistent
Gaps**



**How
Statement**

Reporting Progress

PROGRESS MONITORING OF ANNUAL IEP GOALS

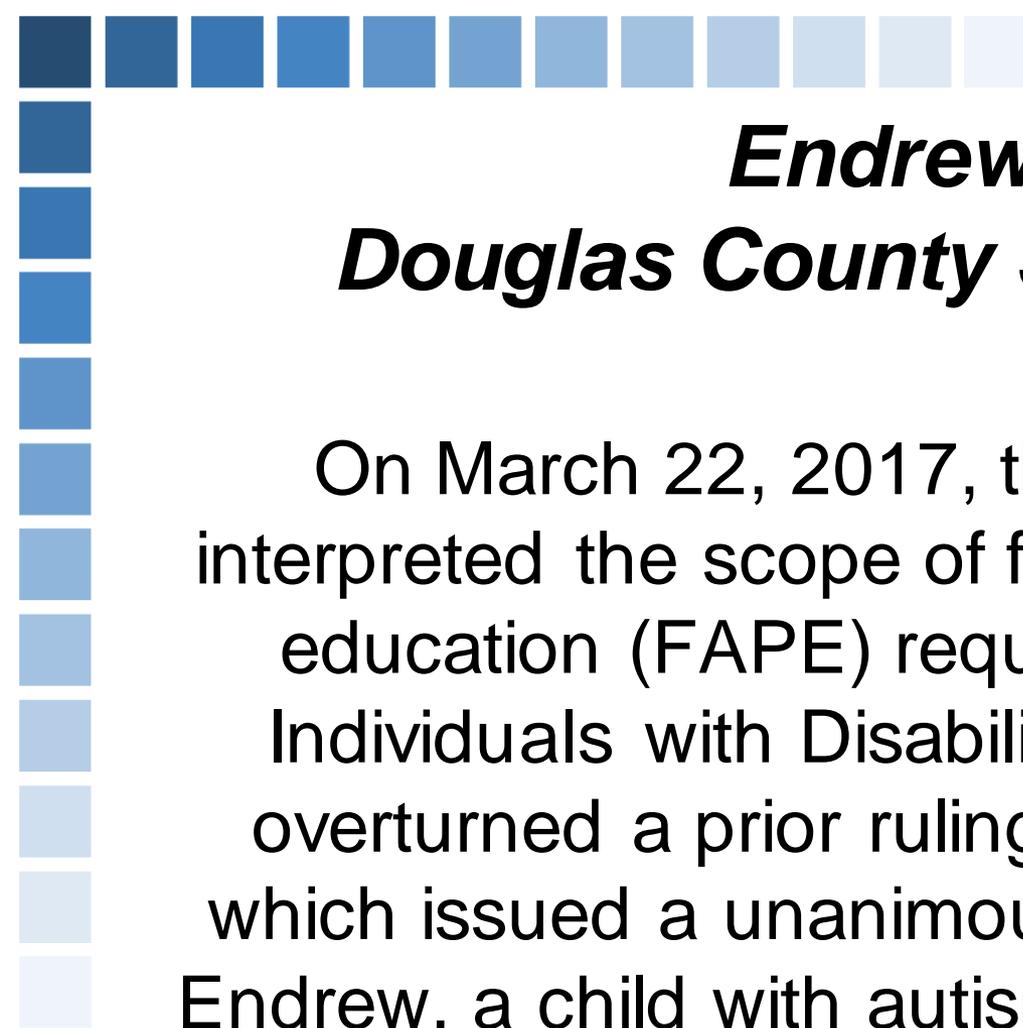
Progress on goals will be reported *insert #* times per academic year, using the following codes (locally determined):

Add the description below of progress codes for annual goal(s):

1.	
2.	
3.	
4.	
5.	
6.	

Describe how progress toward IEP goals will be reported for all children.





Andrew F. v. Douglas County School District

On March 22, 2017, the Supreme Court interpreted the scope of free appropriate public education (FAPE) requirements under the Individuals with Disabilities Act (IDEA) and overturned a prior ruling in the Tenth Circuit which issued a unanimous opinion stating that Andrew, a child with autism, was only calculated to provide “merely more than *de minimis*” educational benefit.



***Andrew F. v.
Douglas County School District***

The Supreme Court determined that *“to meet its substantive obligation under IDEA, a school must offer an IEP that is reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”*

The Supreme Court also emphasized the requirement that *“every child should have the chance to meet challenging objectives.”*



***Andrew F. v.
Douglas County School District***

**This is important because this decision
clarified the scope of IDEA's
FAPE requirements,**

and

**should inform our efforts to improve academic
outcomes for children with disabilities.**

Section 5: Academic Performance – Present Level

IDEA requirement – **MUST** fill

§300.320 Definition of individualized education program.

(a) *General.* As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that **must include**—

(1) A statement of the child's **present levels of academic achievement** and functional performance, including

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

ACADEMIC PERFORMANCE (FOR K-12 ONLY) 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)):

Child is on academic grade level with their peers.

OR

Child is academically commensurate with their peers.

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

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

Progress:

Objective(s) required? Yes No

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

Section 5: Academic Performance – Present Level

The present level is written in a way that provides baseline data of the child's identified deficits (independently or with support) which is essential for determining appropriate goals for the next IEP.



Section 5: Academic Performance – Standards Based Goals

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

ACADEMIC PERFORMANCE (FOR K-12 ONLY) 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)):

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

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

Progress:

Objective(s) required? Yes No

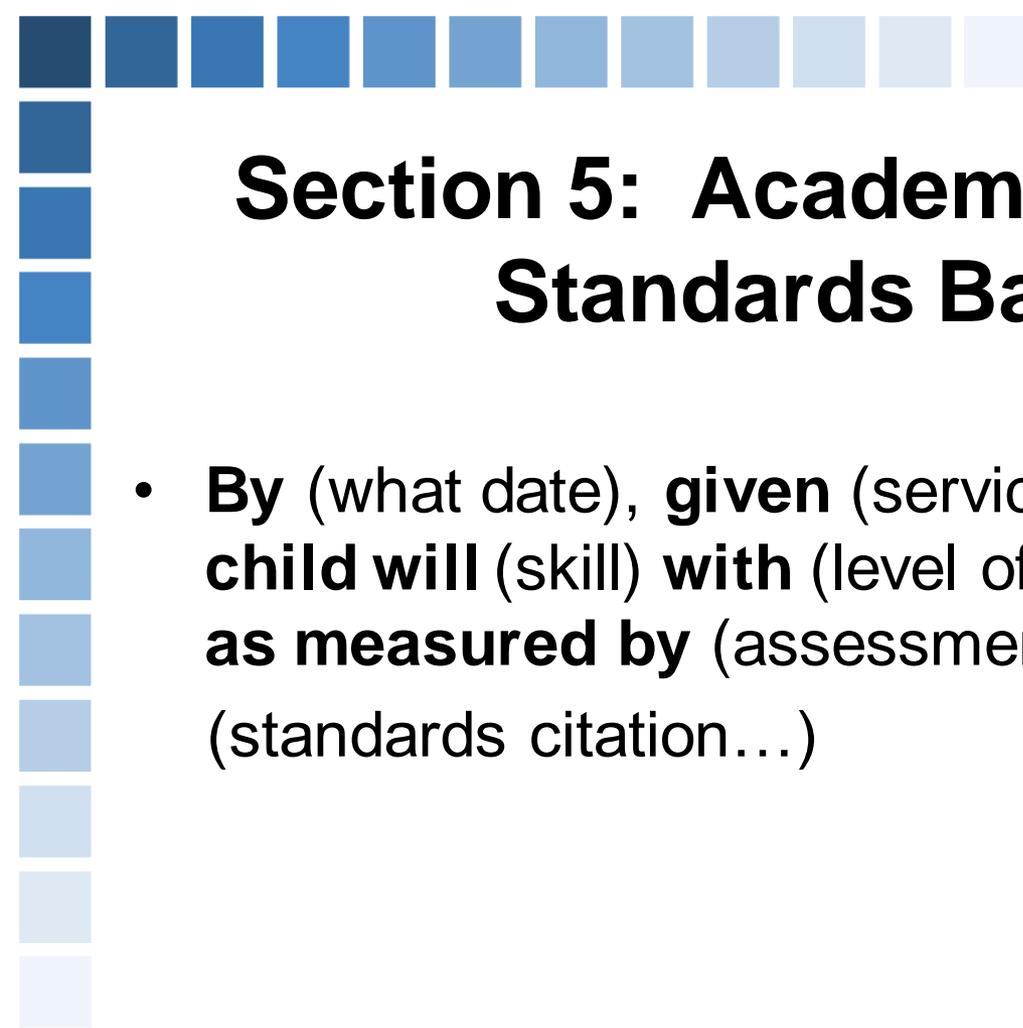
By date, given service, child's name will skill as measured by evidence.

If there is an annual goal, there should be a present level of performance directly above it.



Section 5: Academic Performance – Standards Based Goals

- Align to the child's needs and present level
- Facilitate the child's achievement of Maine Learning Results (MLR), Guiding Principles and/or district adopted standards



Section 5: Academic Performance – Standards Based Goals

- **By** (what date), **given** (service and/or conditions), **the child will** (skill) **with** (level of mastery and/or frequency) **as measured by** (assessments/measurements).
(standards citation...)

Section 5: Academic Performance – Goals

- **as measured by** (assessments/measurements)
 - curriculum based measurements/assessments
 - qualitative data through teacher observation
 - Checklist or daily log
 - running record
 - work samples
 - rubrics



Section 5: Academic Performance – Standards Based Goals

- **Things to Remember - Avoid:**
 - the usage of evaluations used for eligibility and/or continuing eligibility (WJIV)
 - state and local assessments (NWEA)
 - grades or report cards (subjectivity)
 - specific curriculum (F&P)



Specific Program Data

Level 3	Level 4
Fluency: 83 words per minute	Fluency: 90 words per minute
Reading Comprehension: 85% accuracy	Reading Comprehension: 92% accuracy
Grade Level – 3 rd grade	Grade Level – 3 rd grade



Section 5: Academic Performance – Standards Based Goals

- (standards citation...)
 - Must be aligned to Maine Learning Results and/or district adopted standards

Section 5: Functional/Developmental Performance – Present Level

IDEA requirement – **MUST** fill

§300.320 Definition of individualized education program.

(a) *General.* As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that **must include**—

(1) A statement of the child's **present levels of academic achievement** and functional performance, including

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** 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):

Child's functional/development performance is commensurate with their peers.

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.

Section 5: Functional/Developmental Performance – Present Level

The present level is written in a way that provides baseline data of the child's performance (independently or with support) which is essential for determining appropriate goals for the next IEP.



Section 5: Functional/Developmental Performance – Goals

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

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.



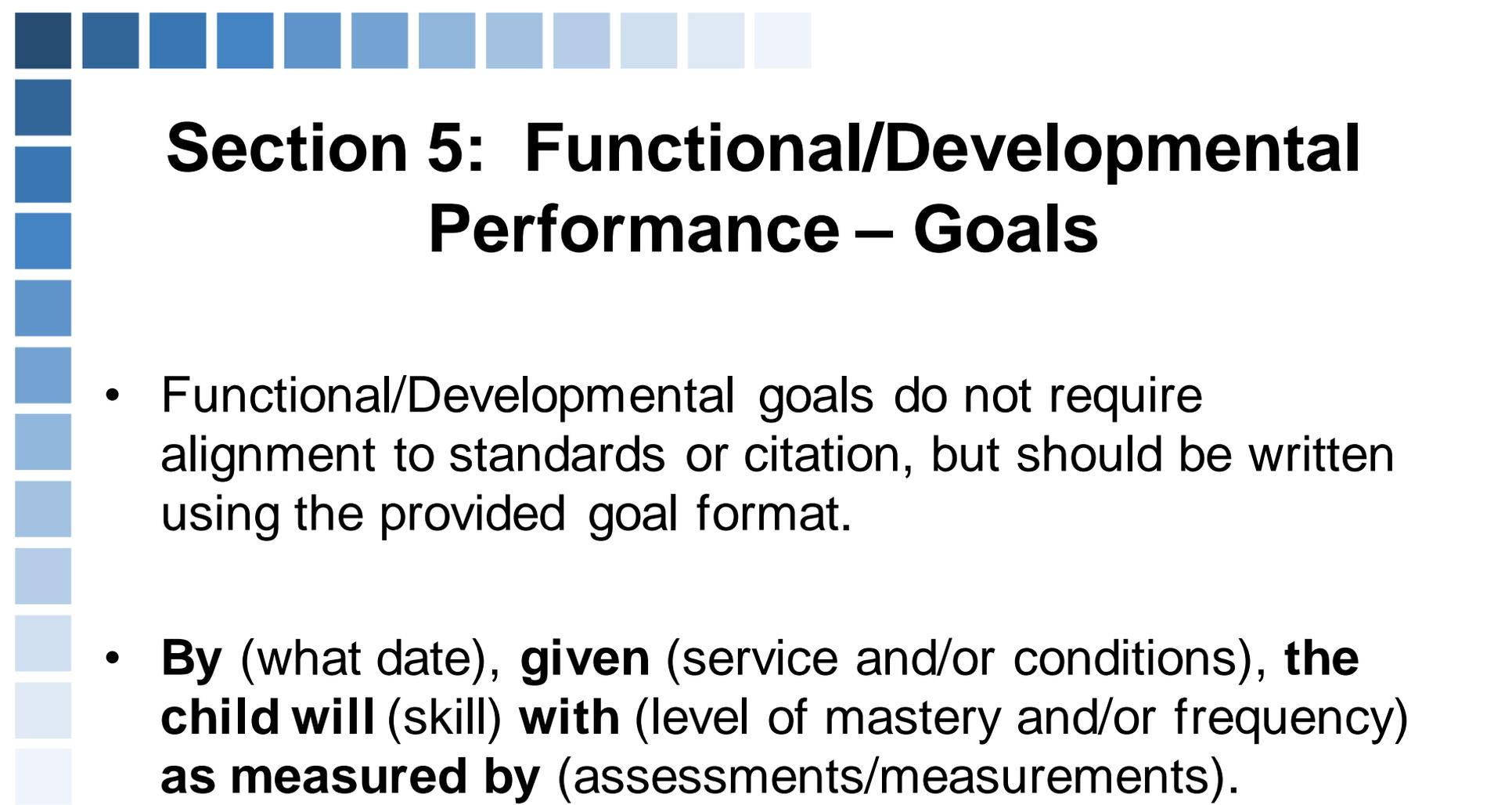
Section 2: Disability

A child with a Disability is an Individual Who –

- Has reached the age of 3 years;
- Has neither graduated from a secondary school program with a regular HS diploma nor reached 20 years of age at the start of the school year;
- Has been observed in the learning environment/classroom setting; and
- Has been evaluated according to these rules and has been determined to have a disability which requires the provision of special education and supportive services.
- A child with a disability shall have one or more of the disabilities listed in MUSER VII.2.A-M

2. DISABILITY

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness
<input type="checkbox"/> Developmental Delay (3-5)	<input type="checkbox"/> Developmental Delay (Kindergarten)	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability <i>(check all applicable concomitant disabilities)</i>



Section 5: Functional/Developmental Performance – Goals

- Functional/Developmental goals do not require alignment to standards or citation, but should be written using the provided goal format.
- **By** (what date), **given** (service and/or conditions), **the child will** (skill) **with** (level of mastery and/or frequency) **as measured by** (assessments/measurements).

Behavior: Crying – Any instance in which XXX engages in a vocalization louder than is used for communication, lasting 3+ seconds, which may or may not include tears.

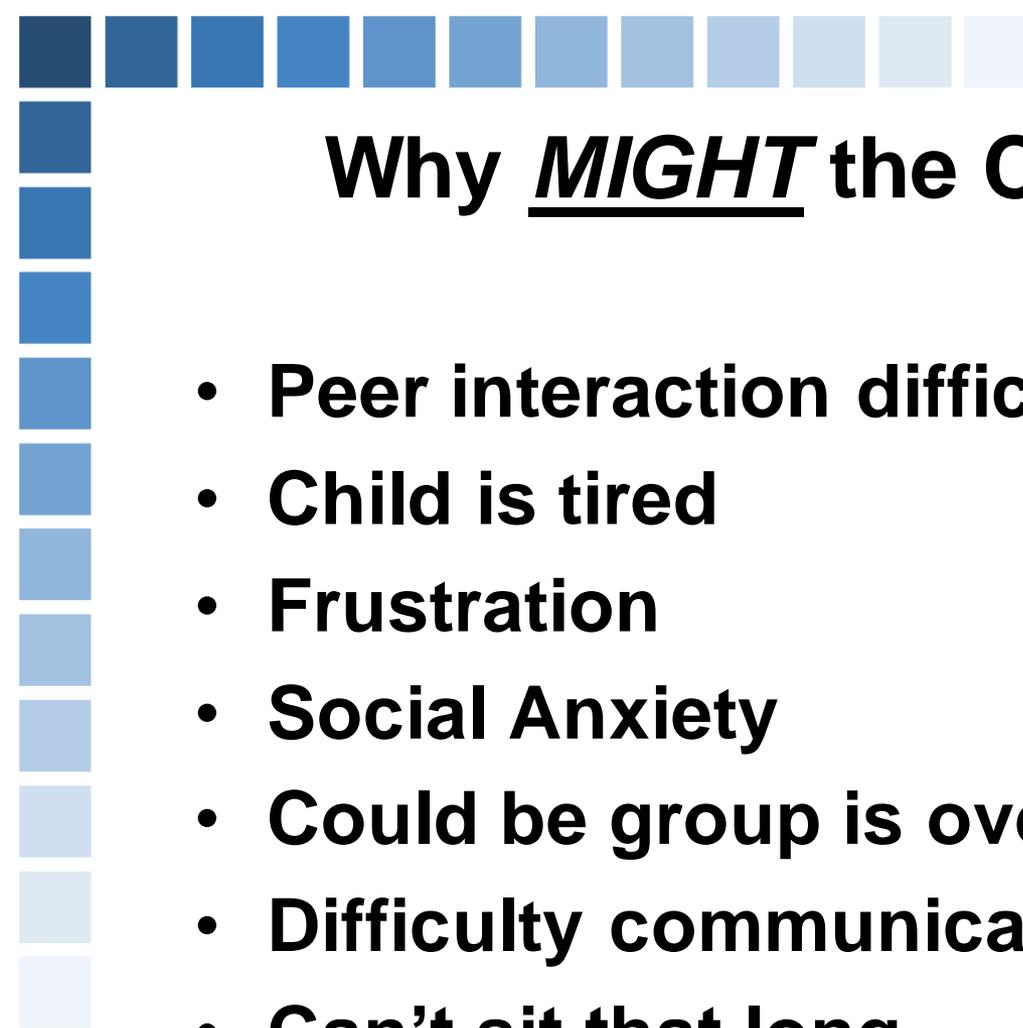
(Non-Example: laughing/giggling, crying as a result of hurting himself)

<u>Date</u>	<u>Time Behavior Began</u>	<u>Time Behavior Ended</u>	<u>Length of Time Behavior Lasted</u>	<u>Activity</u>
5/6/2020	9:07	9:12	5 mins	Circle Time
5/8/2020	9:14	9:21	7 mins	Circle Time
5/10/2020	9:10	9:19	9 mins	Circle Time
5/11/2020	11:31	11:33	2 mins	Bathroom
5/12/2020	9:06	9:14	8 mins	Circle Time

Look at the data...

Why MIGHT the Child Be Crying?

Put responses in Chat Box.



Why MIGHT the Child Be Crying

- Peer interaction difficulty
- Child is tired
- Frustration
- Social Anxiety
- Could be group is overwhelming
- Difficulty communicating
- Can't sit that long

Child's Name:

Date of Birth:

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** 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):

Currently XXXXX is crying an average of 5 minutes during circle time.

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 10, 2020, given specially designed instruction during circle time, XXXXX will decrease crying to an average of 1 minute during circle time, as measured by data collection, teacher observation or similar.

Objective(s) required? Yes No

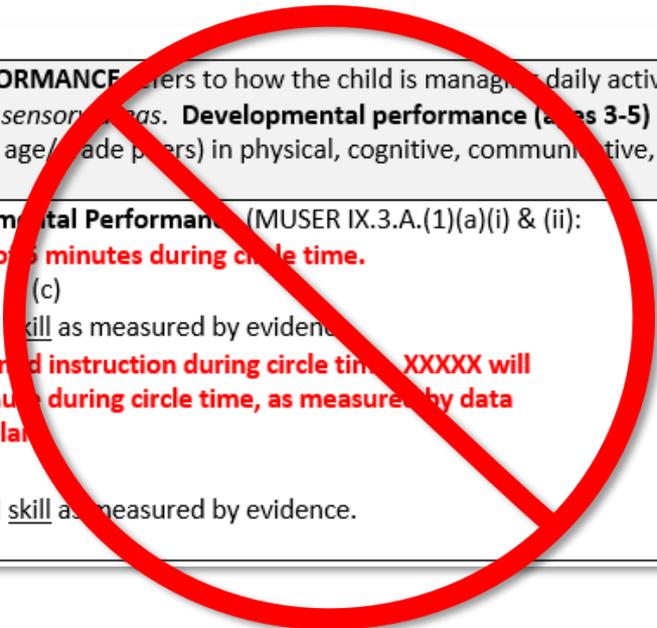
By date, given service, child's name will skill as measured by evidence.

Avoid Writing Outcomes

Use your Data Collection to help you identify skills that will facilitate a change in any outcome.

THEN write your goal around the replacement behavior you are teaching NOT the outcome.

Child's Name:	Date of Birth:
FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in <i>cognitive, communicative, motor, adaptive, social/emotional</i> and <i>sensory</i> areas. Developmental performance (ages 3-5) 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): Currently XXXXX is crying an average of 5 minutes during circle time.	
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence. By June 10, 2020, given specially designed instruction during circle time, XXXXX will decrease crying to an average of 1 minute during circle time, as measured by data collection, teacher observation or similar.	Progress:
Objective(s) required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.	



Section 5: Functional/Developmental Performance – Goals



- Avoid writing Outcomes.
- Focus on Skill Deficits.
 - What skills are interfering with the child's ability to reach those outcomes we expect for all children?
 - What skills are you teaching?

So...

What skills could you teach that might address the challenges identified above?

Please enter thoughts into the Chat Box



- ✓ Remember, crying is an Outcome.
- ✓ We tracked crying data to figure out WHY.
- ✓ The WHY speaks to the distinctly measurable and persistent gap.
- ✓ The replacement behavior will be taught so that crying is reduced.
- ✓ Teaching Take a Break will decrease crying.
- ✓ Write your goal around the replacement behavior you are teaching NOT the outcome – crying.

Child's Name:

Date of Birth:

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional and sensory areas*. **Developmental performance (ages 3-5)** 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):

Currently XXXXX is able to use a BREAK card with support with 82% accuracy.

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 10, 2020, given BREAK card, specially designed instruction, and when presented with situations that will necessitate a break, XXXXX will follow the task analysis to complete the steps necessary to independently exchange a BREAK card, and leave area, across 3 consecutive sessions, as measured by data collection and teacher observation.

Objective(s) required? Yes No

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

Behavior: Requesting Break – XXXXX will follow the task analysis, documented below, to independently complete the steps to exchange a BREAK card.

<u>Date</u>	5/11	5/12	5/13	5/14	5/15	5/18	5/19	5/20
%age								
XXXXX will reach for the BREAK card.	-	-	-	-	-	+	+	+
XXXXX will pick up the BREAK card.	-	-	+	+	-	+	+	+
XXXXX will exchange the BREAK card with an adult.	+	-	+	+	+	M	M	M
XXXXX will leave the area.	+	+	+	M	M	M	M	M

So...

Step 1 – Mastered 5/20/2020

Step 2 – Mastered 5/20/2020

Step 3 – Mastered 5/15/2020

Step 4 – Mastered 5/13/2020

Behavior: Crying – Any instance in which XXX engages in a vocalization louder than is used for communication, lasting 3+ seconds, which may or may not include tears.

(Non-Example: laughing/giggling, crying as a result of hurting himself)

<u>Date</u>	<u>Time Behavior Began</u>	<u>Time Behavior Ended</u>	<u>Length of Time Behavior Lasted</u>	<u>Activity</u>
5/12/2020	9:06	9:14	8 mins	Circle Time
STARTED TEACHING TAKE A BREAK				
5/13/2020	9:10	9:20	10 mins	Circle Time
5/14/2020	11:31	11:33	2 mins	Circle Time
5/15/2020	9:06	9:07	1 min	Circle Time
5/18/2020	-----	-----	0	Circle Time
5/19/2020	-----	-----	0	Circle Time
5/20/2020	-----	-----	0	Circle Time

If BREAK card is a support, supplemental aid or modification that XXXX now needs to be successful, make sure it is added the Section of the IEP.

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
<p>Break Card</p>	<p>Special Education And Regular Education</p>	<p>As Needed</p>	<p>6/11/2019 - 6/10/2020</p>
<p><input checked="" type="checkbox"/> Classroom Instruction</p>			
<p><input checked="" type="checkbox"/> Classroom Assessment</p>			
<p><input type="checkbox"/> District-wide Assessment</p>			
<p><input type="checkbox"/> State Assessment</p>			

Chat Box Check In





Stand Up and Stretch



Section 6: Supplementary Aids, Services, Modifications and/or Supports

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		

Section 6: Supplementary Aids, Services, Modifications and/or Supports

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)(ii)(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.

If the child requires the alternate assessment:

- Check “Yes”
- Provide an explanation
- Child’s academic goals require objectives
- This section is a MUST fill



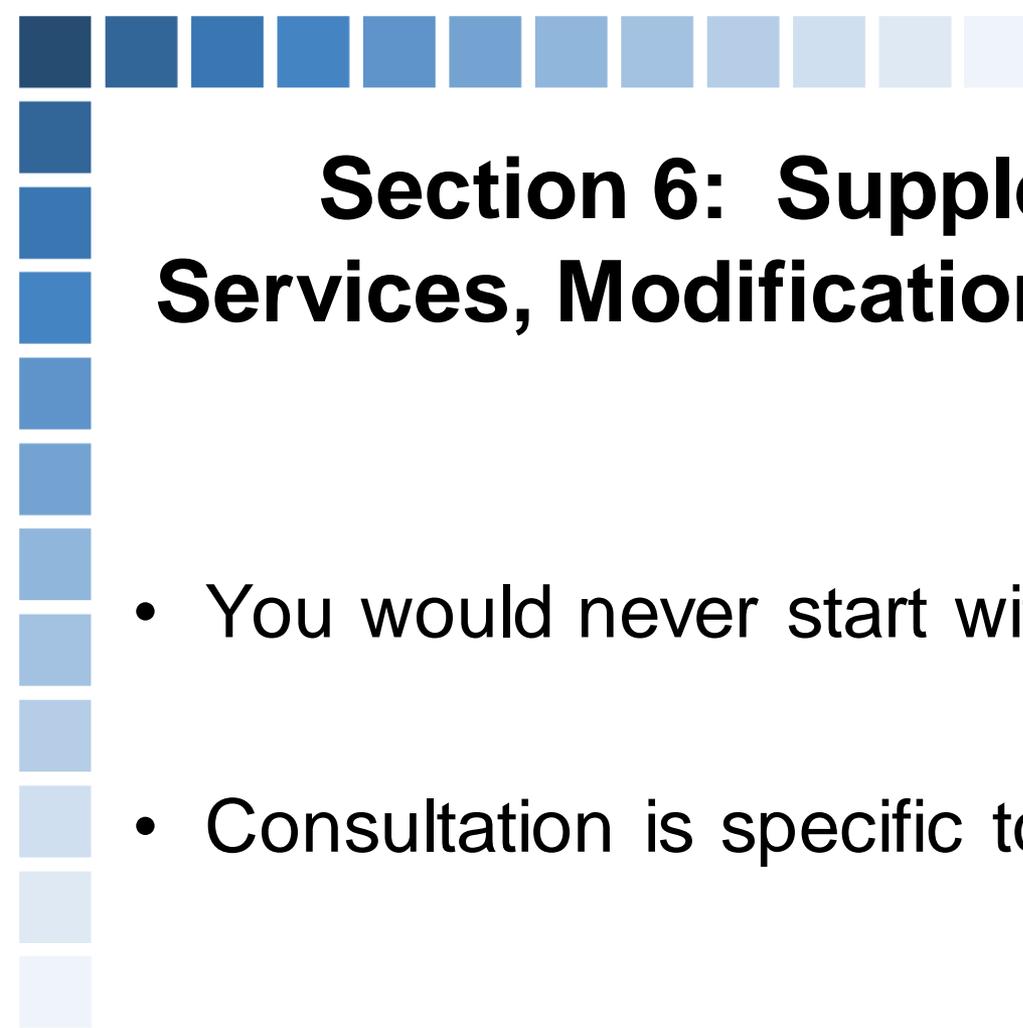
Section 6: Supplementary Aids, Services, Modifications and/or Supports

- An **accommodation** changes *how* a student learns the material.
- A **modification** changes *what* a student is taught or expected to learn.



Section 6: Supplementary Aids, Services, Modifications and/or Supports

- Consultation is to ensure that skills developed in a previously more restrictive setting (SDI) are being carried over into a less restrictive setting (general education setting).
- Discussion of progress and accommodations is not consultation. If necessary, this would be considered a Supplementary Service and should be documented in Section 6.



Section 6: Supplementary Aids, Services, Modifications and/or Supports

- You would never start with consultation.
- Consultation is specific to goals.

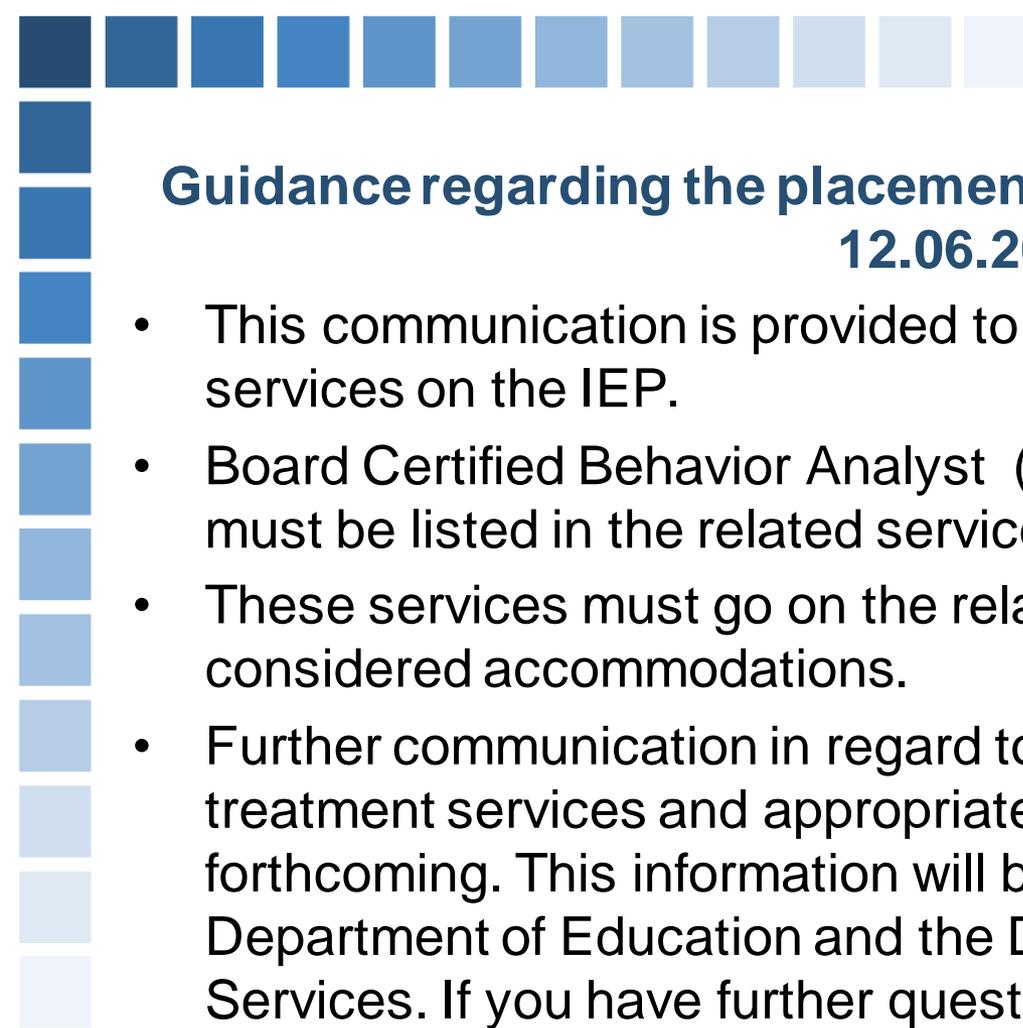
Section 6: Supplementary Aids, Services, Modifications and/or Supports

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
Educational Technician/BHP support in Core Content	General and Special Education Setting	As needed	9/11/19-9/10/20
<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment			

Educational Technicians, BHPs, BHDT and Related Service assistants are always listed as accommodations.



Guidance regarding the placement of BCBA services on the IEP 12.06.2019

- This communication is provided to clarify the placement of BCBA services on the IEP.
- Board Certified Behavior Analyst (BCBA) services *or* consultation must be listed in the related services grid under "Other."
- These services must go on the related service grid and are not considered accommodations.
- Further communication in regard to billing MaineCare for day treatment services and appropriate documentation practices will be forthcoming. This information will be jointly provided by the Maine Department of Education and the Department of Health and Human Services. If you have further questions, please contact Erin.Frazier@maine.gov or 624-6713

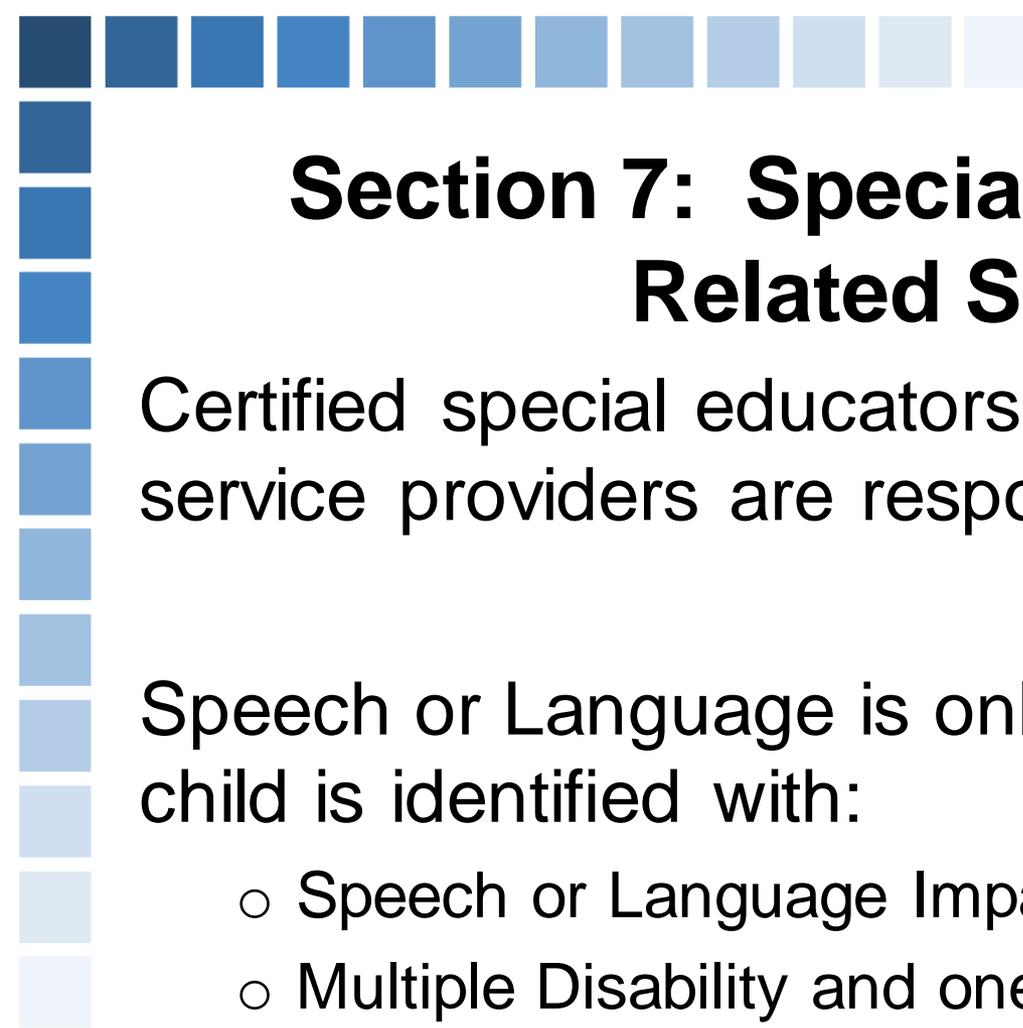
<https://www.maine.gov/doe/learning/specialled/director>

Section 7: Special Education and Related Services

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				
Behavioral Health Day Treatment				
Transportation				
Other				

Child's needs drive services and their frequencies not the school or program schedule.

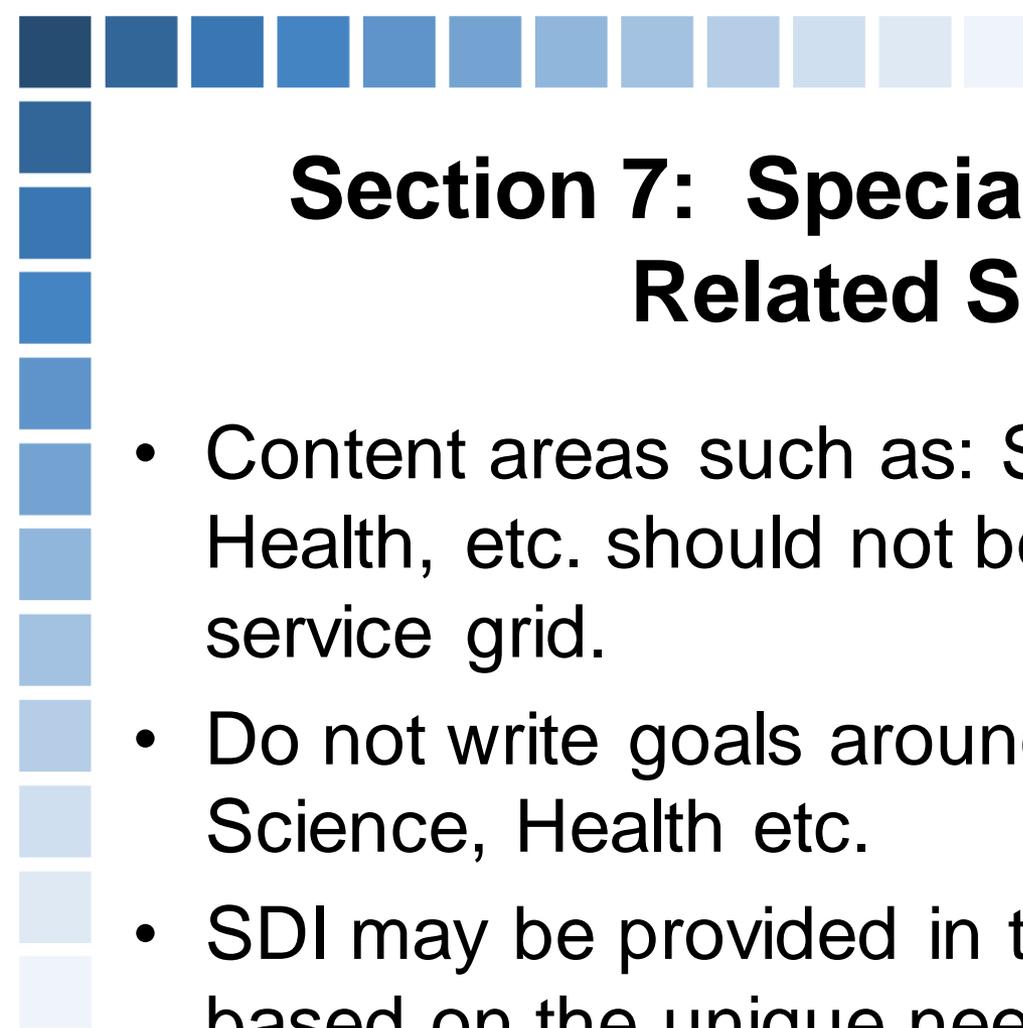


Section 7: Special Education and Related Services

Certified special educators or licensed related service providers are responsible for SDI.

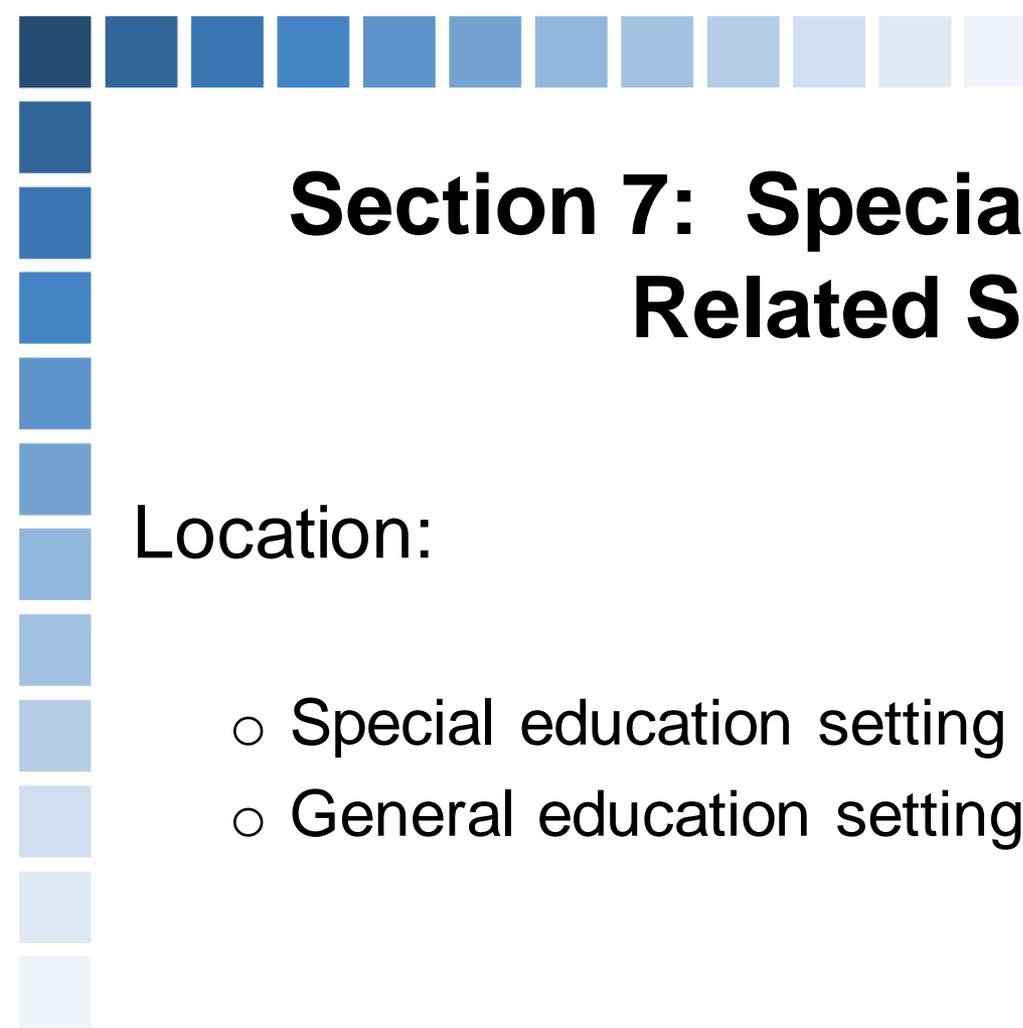
Speech or Language is only a direct service if the child is identified with:

- Speech or Language Impairment
- Multiple Disability and one is Speech or Language Impairment
- Autism and Speech or Language is the only service



Section 7: Special Education and Related Services

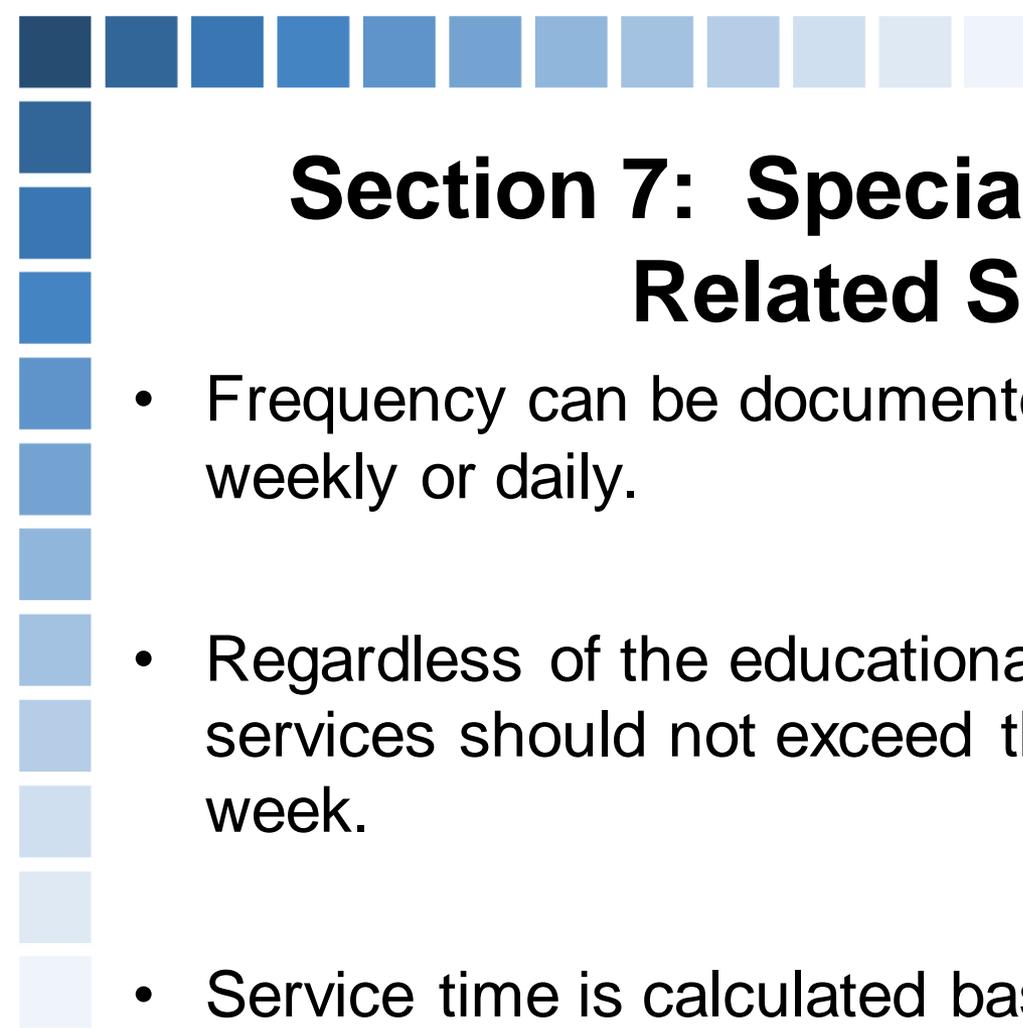
- Content areas such as: Social Studies, Science, Health, etc. should not be identified in the service grid.
- Do not write goals around Social Studies, Science, Health etc.
- SDI may be provided in these content areas based on the unique needs of the child.
 - Reading deficits may be so severe that they require SDI in Social Studies



Section 7: Special Education and Related Services

Location:

- Special education setting
- General education setting



Section 7: Special Education and Related Services

- Frequency can be documented by: minutes, hours, weekly or daily.
- Regardless of the educational setting direct and related services should not exceed the regular school day or week.
- Service time is calculated based on actual delivery time of SDI in the general education class or study hall by the special educator.

Section 7: Special Education and Related Services

SDI Guided Study Hall

(Executive Functioning Goals – such as Time Management etc.)

Day	Week 1	Week 2
Monday	25 min	15 min
Tuesday	25 min	25 min
Wednesday	20 min	20 min
Thursday	20 min	15 min
Friday	40 min	35 min
Total Time	130 min	110 min

8. 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/End Date
Specially Designed Instruction Executive Functioning	Special Educator	Special Education Settings	120 mins per week	9/11/18-9/10/19

Section 7: Special Education and Related Services

Specially Designed Instruction

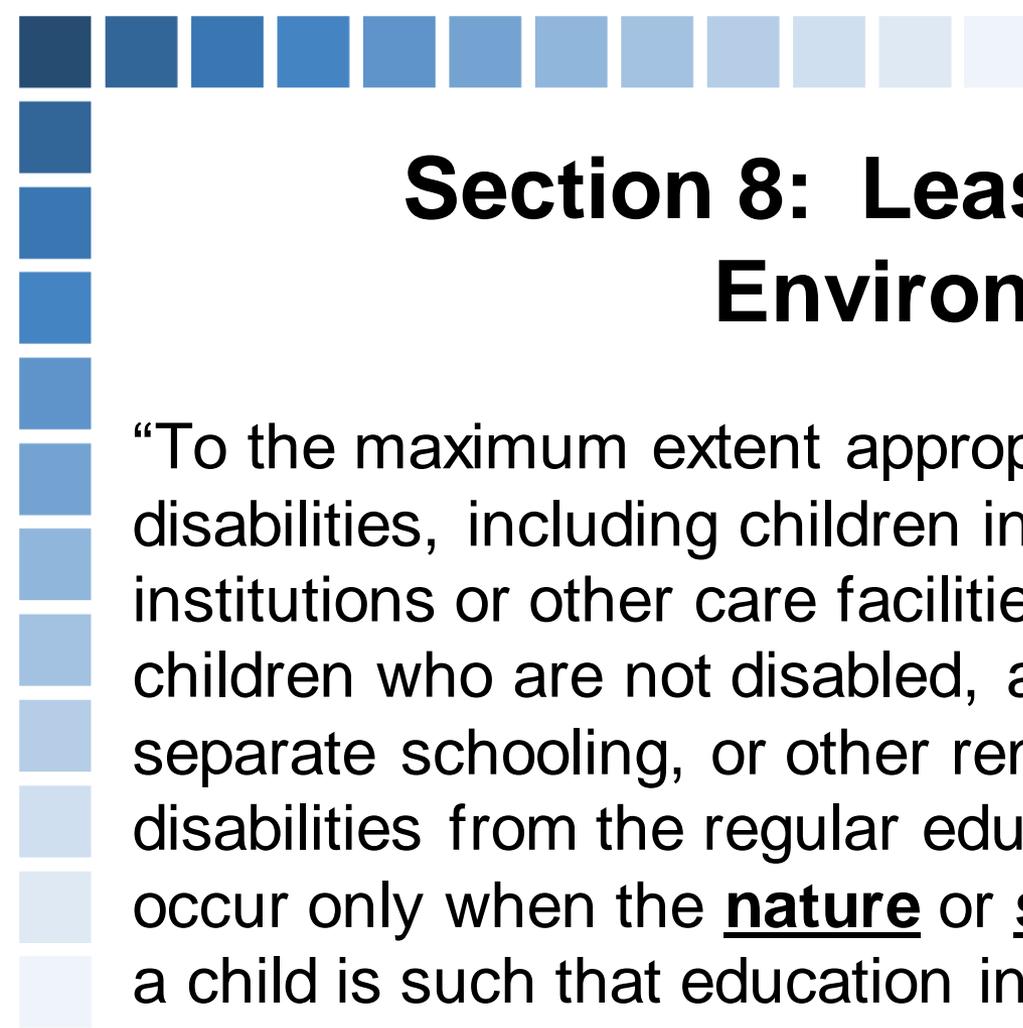
7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Educator	Special Education Setting	30 mins per week	10/15/2019-10/15/2020
Specially Designed Instruction Reading	Special Educator	General Education/Special Education Setting	20 mins per week	10/15/2019-10/15/2020

Or

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 Reading	Special Educator	General Education/Special Education Setting	50 mins per week	10/15/2019-10/15/2020



Section 8: Least Restrictive Environment

“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.” MUSER [20 USC 1412(a)(5) and 34 CFR 300.114]

Section 8: Least Restrictive Environment

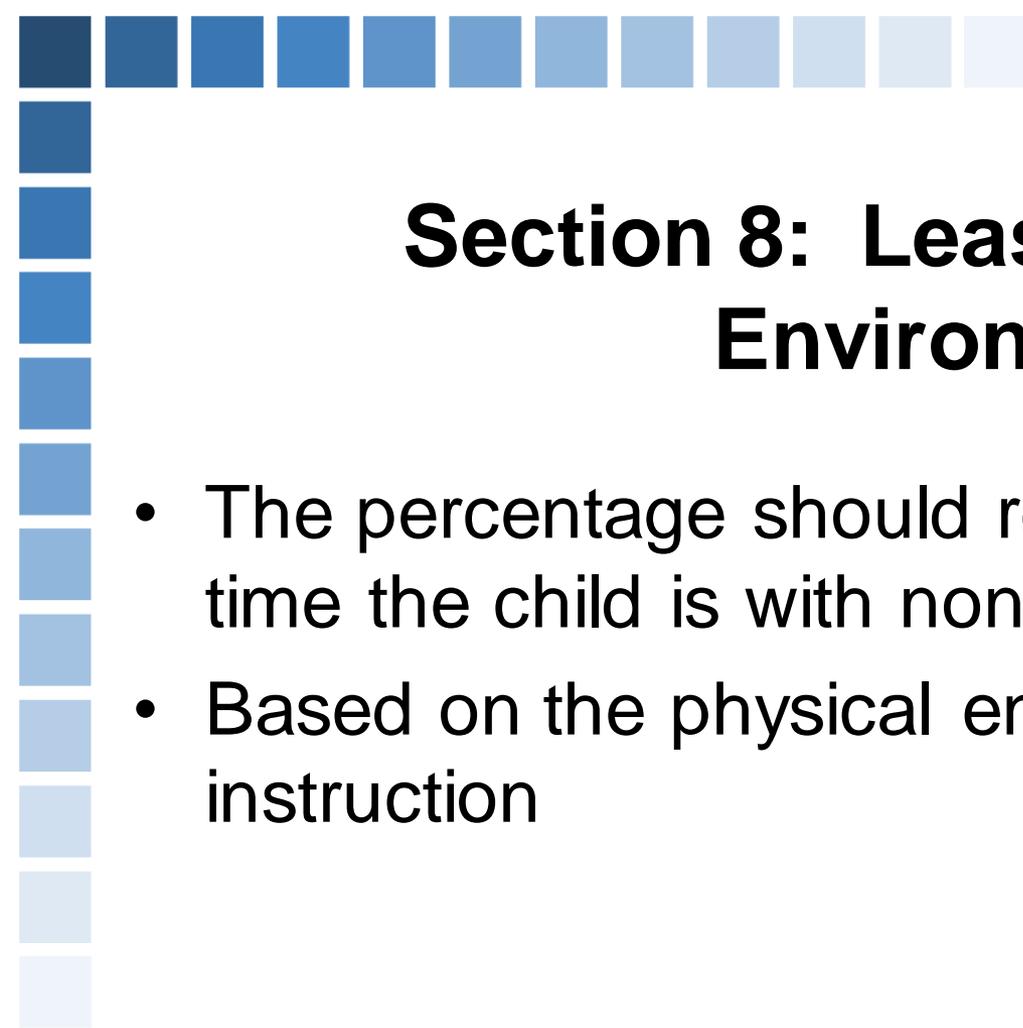
8. LEAST RESTRICTIVE ENVIRONMENT

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 <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? %	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)):
--	---



Section 8: Least Restrictive Environment

- The percentage should reflect the amount of time the child is with non-disabled children
- Based on the physical environment, not instruction



Section 8: Least Restrictive Environment



Suzie's learning disability in reading and mathematics are to such a degree that she requires time in a more restrictive setting to receive specialized instruction to address her academic deficits.

Written Notice

Refer to Procedure Manual for More Info



Written Notice

Maine Unified Special Education Regulations (MUSER) Appendix I, 34 CFR 300.503

Date Sent to Parent:		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:	

Date of Team Meeting:		Date amended IEP/IFSP sent, if parent requested a copy:	
Date of agreement for amendment without Team meeting:			

Written Notice must be given in accordance with MUSER Appendix 1, 34 CFR 300.503 for:

- Initial referral/eligibility(MUSER IV.2.D)
- Annual review and other IEP program/placement changes including graduation and revocation of consent for continued placement(MUSER XV)
- IFSP annual or 6-month review (MUSER VI.1.B.)
- Evaluation/re-evaluation (MUSER V.1.A. (4)(i) & V.3.D.)
- Post-secondary goals and transition services (MUSER IX.3.A(1)(h))
- Transfer student(MUSER IX.3.B(5)(a)(i)and (ii))
- CDS/public school transition(MUSER VI.2.C(2))
- Transition from Part C to Part B(MUSER VI.2.C(1))
- Consent for Initial Placement(MUSER V.1.A(4)(a)(ii))
- Amendments after the annual IEP meeting(MUSER IX.3.C(4))
- Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

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[Reminder: per LD 459, the Individualized Education Program (IEP) Team for children identified under 619 must make a determination about extended school year (ESY) services at every IEP Team meeting; the IEP Team may make a determination about ESY services based on available data, including information about a child's disability, even if an interruption in service has not occurred; and, in accordance with the federal individuals with Disabilities Education Act of 2004, 20 United States Code, sections 1400 to 1485 (2008), a regional site may not unilaterally limit the duration of ESY services.]



Written Notice

Child's Name: _____

Date: _____

Dear ,

At least 7 days prior to the date upon which the school unit proposes or refuses to initiate or change the identification, evaluation or educational placement or provision of early intervention services for your child age birth to 2 years, or a free appropriate public education (FAPE) to your child age 3 through 20 years, you must be provided the following notice (MUSER Appendix 1, 34 CFR 300.503):

1. Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:

- *Should be statements of all determinations made by the Team during the IEP meeting.*

Section #1 of IEP:

- Child Information: Parental Waiver noted for IEP begin date
 - Parents cannot waive 7-day notice if:
 - It is an initial IEP.
 - If parent doesn't attend the meeting.

Section #2 of IEP:

- Disability: Determinations of disability only at Initial and Triennial
 - Mention the form used to determine Adverse Effect

Section #3 of IEP:

- Document the considerations the Team agreed applicable

Section #4 of IEP:

- Academic and Functional/Developmental Evaluations: Strengths and Needs:
 - List Evaluations performed

Section #5 of IEP:

- Annual Goals that were determined by the Team

Section #6 of IEP:

- Supplemental Aids, Services, Modifications, and/or Supports that were determined by the Team

Section #7 of IEP:

- All services that have been determined by the Team.
- Specifics to be determined at the local level

Written Notice

Child's Name: _____

Date: _____

2. Explain why the SAU is proposing or refusing to take the above action(s):

- *Should be descriptions and evidence of all determinations made by the Team during the IEP meeting.*

Section #2 of IEP:

- Determinations of disability and what data and evaluation scores supported the decision of the Team determined at the initial or triennial review only.

Section #3 of IEP:

- Considerations: Provide specific data that the IEP Team considered in order to determine necessary Goals, Services, Accommodations.
- Document why the team agreed upon these considerations.

Section #4 of IEP:

- Academic and Functional/Developmental Evaluations: Strengths and Needs:

Section #5 of IEP:

- Annual Goals that were addressed, based on the data the team considered.
- Goals should be written to address distinctly measurable and persistent gaps that can be reasonably achieved within one year.

Section #6 of IEP:

- Supplementary Aids, Services, Modifications, and/or Supports that were determined by the Team and data that supports the decision.
- Only need to document changes made (deletions or additions), after the initial.

Section #7 of IEP:

- All services that have been determined by the Team and data that supports the decision.

Written Notice

Child's Name: _____

Date: _____

3. Describe each evaluation procedure, assessment, record or report the SAU used as a basis for the proposed or refused action(s):
- *This section should reflect the Team discussion and supporting data of what decisions were made for the IEP and how they were supported.*

Section #3 of IEP:

- Not addressed in this section

Section #4 of IEP:

- Academic and Functional/Developmental Evaluations: Strengths and Needs: How do the most recent Evaluations and Assessments of the child support the goals (Academic and Functional) developed for the IEP?
- Data collected in the educational setting

Section #5 of IEP:

- Measurable Annual Goals that are supported by data and evaluations.

Section #6 of IEP:

- Supplementary Aids, Services, Modifications, and/or Supports supported by data and evaluations.

Section #7 of IEP:

- Supported by the evaluation data.

Written Notice

Child's Name: _____

Date: _____

4. Describe any other options that the Team, which includes the parent, considered and the reasons why those options were rejected:

- *This is really a statement of the Team decision for the least restrictive environment for the student.*

Section #8 of IEP:

- Least Restrictive Environment must be discussed at every IEP meeting
 - Continuum of LRE and offer of FAPE which extends back to General Education
- SPPS LRE Guidelines Pg. 120 (MUSER)

5. Describe any other factors that are relevant to the SAU's proposed or refused action(s) described above:

- *This is any other factors that might have impacted the decisions of the IEP Team.*

Section #3 of the IEP-

- English Language concerns
- Behavioral concerns that might be addressed outside the school setting as well (counseling)
- COVID-19

6. Description of the points made by the parent including the parent's description of their child's progress:

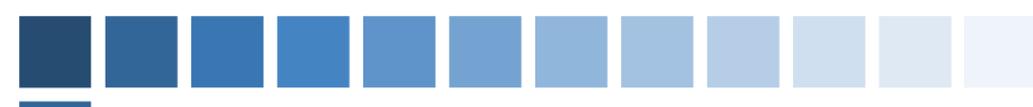
Section #3 of the IEP-

- Opportunities to be included in the IEP process and describe their child's program.



Questions?





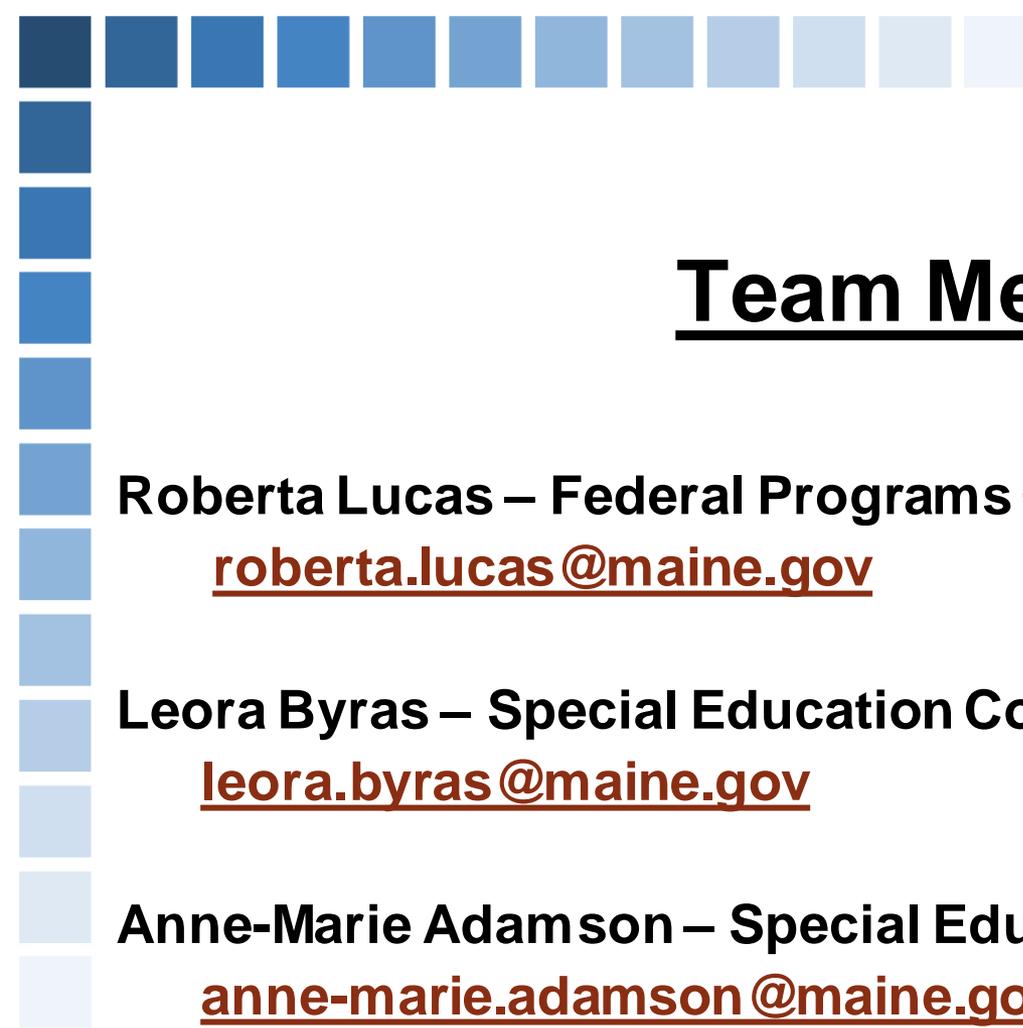
Maine DOE is offering **Contact Hours** for each **Special Services Zoom meeting** you view.

Please follow these steps:

1. Email Leora Byras at leora.byras@maine.gov at **the completion of the Data Series** with the codes for each Zoom meeting you viewed.
2. You **may** watch both Zoom meetings daily: 10:00 and/or 1:00
3. Allow at least **5 business days** to receive your certificate of participation.
4. You will only receive **one** certificate of participation which should include all Zoom codes from the **IEP Training**.

Code for Contact Hours

- Code will be shared in Chat Box



Team Members

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