Special Services Monitoring Teams Office Hours

Your Mics were muted upon entry, we have chat box check ins throughout todays PP.

We will start right on time at 3 pm.

Thanks for joining us.

Maine Department of Education

Office Hours: Timelines, Evaluations and Eligibility Forms

Maine DOE

Office of Special Services

Monitoring Team

Maine Department of Education

9/8/2021

Agenda

1. Introductions
2. Timelines
3. Evaluations
4. Overview of Eligibility Criteria and Forms
5. Questions

Maine Department of Education

Who are We?

Colette Sullivan – Federal Programs Coordinator

Prior to joining MDOE in August 2018, I was a Special Education Teacher for 30 years. I worked primarily with students with Autism.

colette.sullivan@maine.gov

Leora Byras – Special Education Consultant

Before joining the MDOE in September 2018, I taught Special Education in various capacities for 25+ years. I very much enjoyed working with students who were identified with behavioral disabilities.

leora.byras@maine.gov

Jennifer Gleason – Special Education Consultant

I joined the MDOE in April 2021. Prior to that I was a special education teacher and specialized in functional life skills and positive behavior supports.

jennifer.gleason@maine.gov

Maine Department of Education

Why do we do what we do?

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

Maine Department of Education

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.*

Maine Department of Education

How is FAPE Defined in the IDEA?

Under the IDEA, FAPE is defined to include special education and related services that:

(1) are provided at public expense, under public supervision and direction, and without charge;
(2) meet the standards of the State educational agency (SEA), including IDEA Part B requirements,
(3) include an appropriate preschool, elementary school, or secondary school education in the State involved; and
(4) are provided in conformity with an IEP that meets the requirements of 34 CFR 300.320 through 300.324.

Further, each child with a disability is entitled to receive FAPE in the Least Restrictive Environment. (LRE).

Maine Department of Education

https://sites.ed.gov/idea/files/qa-endrewcase-12-07-2017.pdf

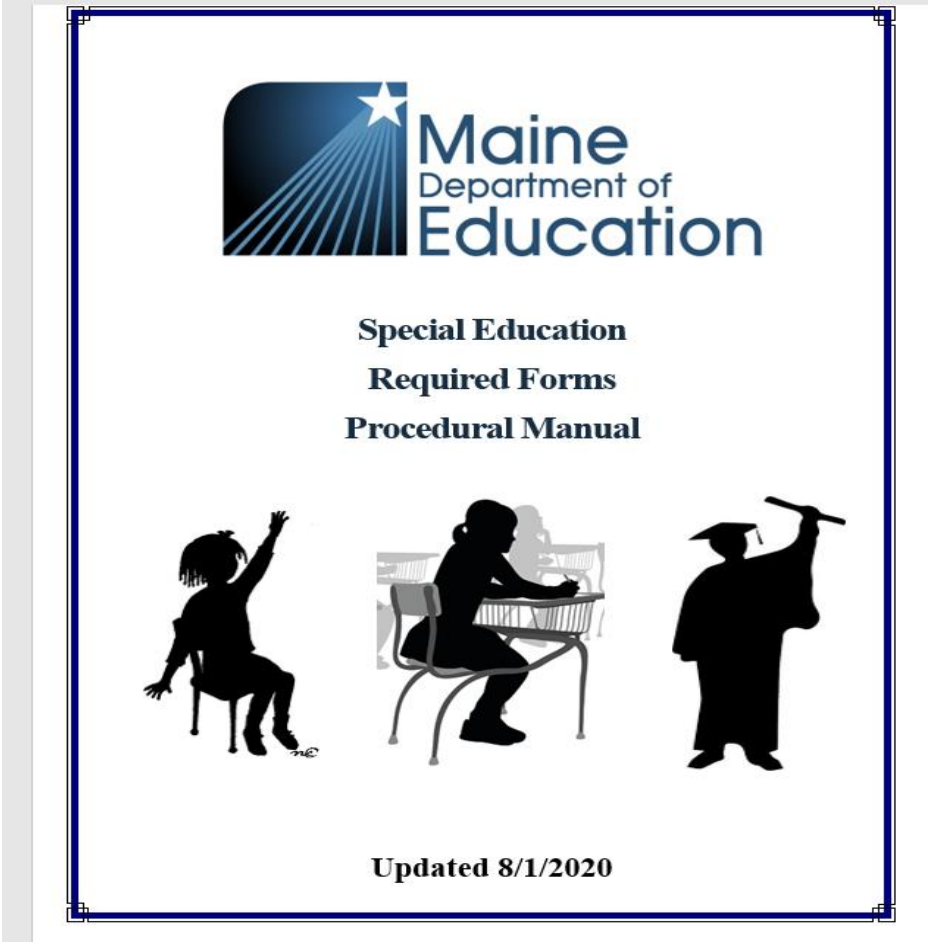
Priority Notice: IDEA Eligibility Extended Until Age 22

Released via
Maine DOE Newsroom 1/21/2021

https://mainedoenews.net/2021/01/21/priority-notice-idea-eligibility-extended-until-age-22/

Maine Department of Education

Procedural Manual



Link is in the chat box.

Timelines

Maine Department of Education

Advanced Written Notice

Maine Department of Education

Advance Written Notice of IEP/IFSP Team Meetings

Maine Unified Special Education Regulations (MUSER VI.2.A)

Date Sent to Parents:			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:	

Dear ,

An IEP/IFSP Team meeting has been scheduled for:

Date:
Time:
Location:

The purpose(s) of the meeting is:

- ☐ Initial referral/eligibility (MUSER IV.2.D.)
- ☐ Annual review and other IEP program/placement changes including graduation (MUSER XV) 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) & .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))
- ☐ Parent Request
- ☐ Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

<u>AWN is used to</u>:

- Document the pertinent child-related information.
- Document the date, time and location of the IEP meeting.
- Identify the purpose(s) of the IEP meeting.
  - *WN and AWN should match in purpose*

At least 7 days prior to the meeting.

Maine Department of Education

Advanced Written Notice

Waiver of 7 Day Advance Notice of IEP Meeting

Each SAU or IEU must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP/IFSP Team meeting, or are afforded the opportunity to participate. These steps include notifying the parents of the meeting early enough, but at least 7 days prior to the meeting to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place.

If you have not been provided notice of the meeting at least 7 days before the meeting date, your signature waiving your rights to the timeframe is required below before the IEP/EFSP Team meeting may be convened.

_____ _____

Signature of parent/guardian for waiver Date

Maine Department of Education

Written Notice

Written Notice

The form is used to:

- Meet the requirement to notify parents at least 7 days prior to the date upon which the SAU takes any proposed action or refuses to act with regard to:
  - referral
  - evaluation
  - identification
  - programming
  - placement
  - informed consent for initial placement of services
  - provision of early intervention services or a free appropriate public education to a child.
- Provide documentation of specific changes to be made to the IEP/IFSP and the timing for those changes.

> A Written Notice must be generated and sent to a parent after every IEP/IFSP Team meeting, agreement with parent to amend the IEP/IFSP without a meeting, or any other time that the SAU makes a decision affecting FAPE or Early Intervention Services. This includes an SAU decision to not convene an IEP meeting.

- Document parents' informed consent to the initial provision of special education services.

Maine Department of Education

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:	

This section is used to:

- Document the pertinent child-related information.

87

Maine Department of Education

Written Notice=Informed Consent

The regulatory timeline is that the SAU must give the parents Written Notice at least 7 days prior to the date upon which the SAU takes any proposed action or refuses to act, unless parents agree to a shorter implementation timeframe which should be documented in Section 1. The timeframe may be shortened only if the parent attends the IEP meeting either in person or by the use of technology such as video or phone conferencing.

Maine Department of Education

Informed Consent

- Parents cannot waive 7 day notice during an Initial IEP.
- Parents cannot waive 7 day notice if they do not attend the meeting.

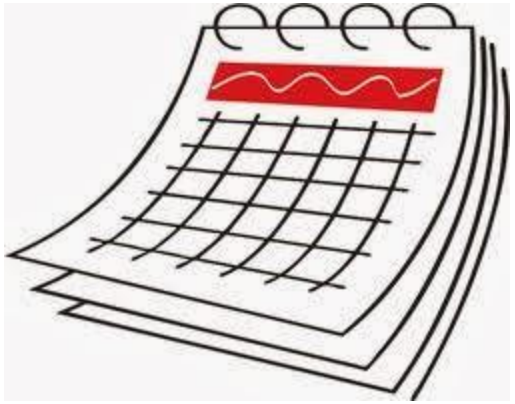
(ii) Consent for services.--An SAU that is responsible for making a free appropriate public education available to a child with a disability under this part must obtain informed consent from the parent of such child before providing special education and related services to the child. The SAU must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.[34 CFR 300.300(b)(1,2)]

Maine Department of Education

Informed Consent

Parents have right to 7 day notice (WN)

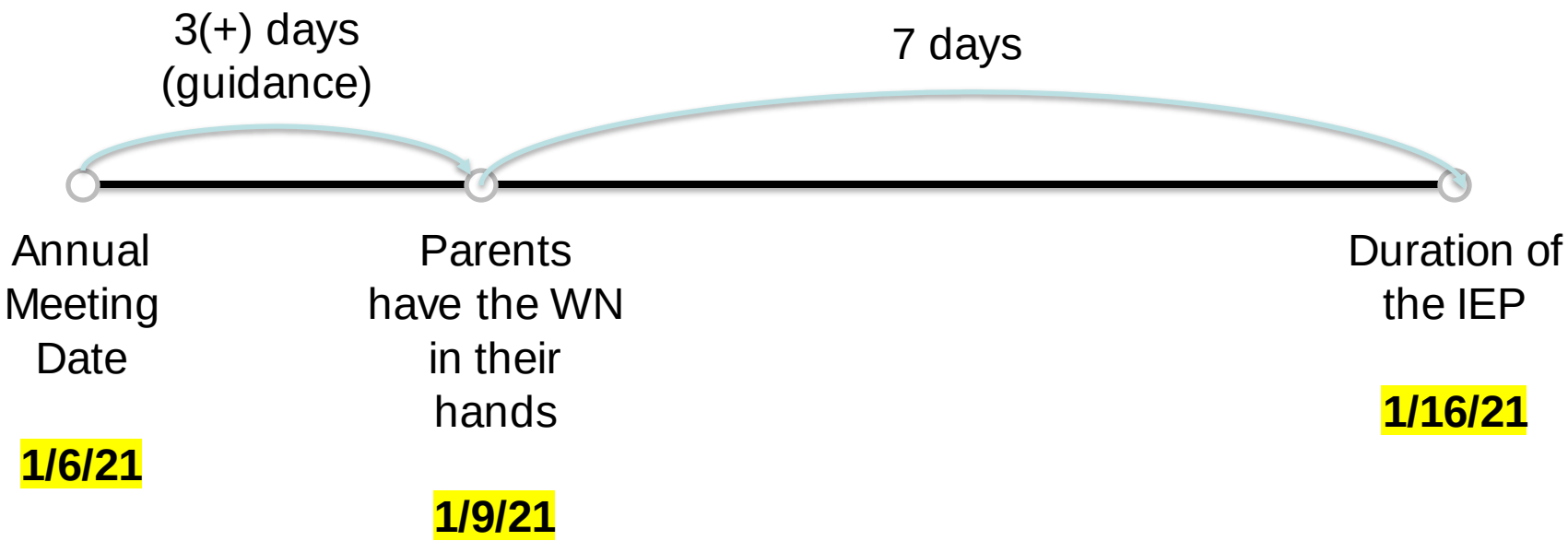
- Parent(s) must have the WN 7 calendar days prior to effective date
- 3 days for mail



This Photo by Unknown Author is licensed under CC BY

Maine Department of Education

Informed Consent



Maine Department of Education

Informed Consent

- Parent(s) can waive their right to 7 day notice
  - Implement IEP sooner than 7 days
  - 7 Day Waiver form (optional)
- Must be documented in the Written Notice

1. **Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:**
   - The child's parents waived their right to 7-day notice prior to the IEP implementation, and agreed to make the IEP effective starting the next day.

Maine Department of Education

Timelines on IEP

1. Annual Meeting
2. Duration of IEP

Both Run for 364 Days

Maine Department of Education

Date Sent to Parent

- **Date IEP Sent to Parent:** Parents must receive the annual IEP within 21 school days of the IEP meeting (including the date of the IEP meeting) at which the IEP was developed. The date sent to parent should allow for the parent to receive the document within that timeframe. An amended IEP is required to be sent to parent only upon their request; however, it is best practice to provide the updated documentation whenever agreed upon changes are made.

Maine Department of Education

Maine Unified Special Education Regulations (MUSER IX.3.G.)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site: RSU 888

Date IEP Sent to Parent: 9/12/21

1. CHILD INFORMATION

Child's Name: Kevin Example	Annual Date of IEP Meeting: 9/8/21
Date of Birth: 4/1/14	Duration of the IEP: 9/18/21-9/17/22
Age: 7 Grade: 2	Date of Next Annual IEP Meeting: 9/7/22
School/Program: Leora's Elementary School	Date of Re-Evaluation: 9/7/22
Parent/Guardian Name: Barbara Example	Date(s) of Amended IEP: NA
Child's Address: 52 Maple St	Case Manager: Leora Byras
City, State, ZIP: Example Town, Maine 04888	
State Agency Client? ☐ YES ☒ NO	

Maine Department of Education

Chat Box Check In

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

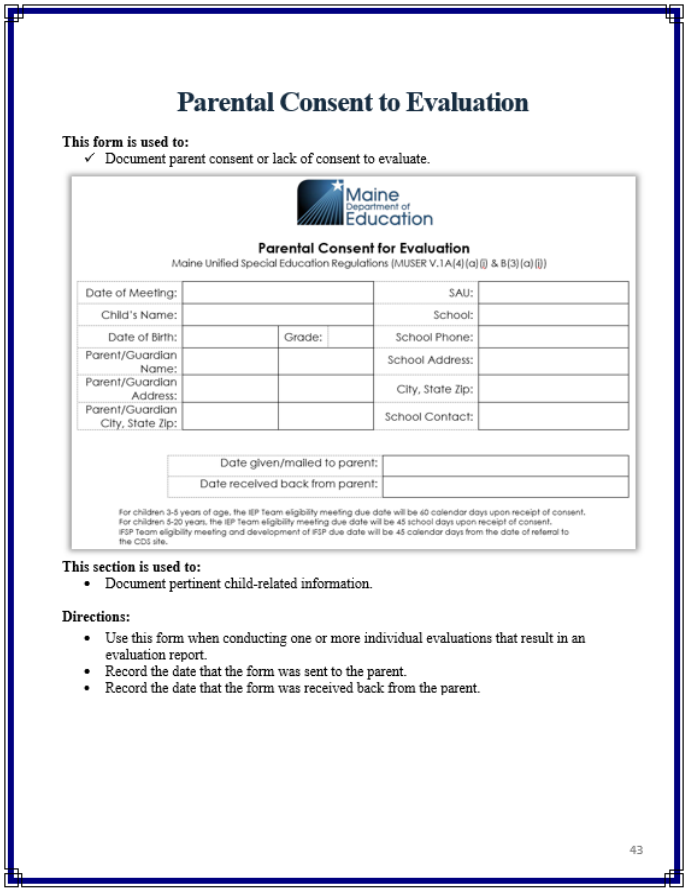
Maine Department of Education

Evaluations

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

Maine Department of Education

Parental Consent



Parental Consent to Evaluation

This form is used to:

- ✓ Document parent consent or lack of consent to evaluate.

Maine Department of Education

Parental Consent for Evaluation

Maine Unified Special Education Regulations (MUSER V.1A(4)(a)(j) & B(3)(a)(j))

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:	

Date given/mailed to parent:	
Date received back from parent:	

For children 3-5 years of age, the IEP Team eligibility meeting due date will be 60 calendar days upon receipt of consent.
For children 5-20 years, the IEP Team eligibility meeting due date will be 45 school days upon receipt of consent.
IFSP Team eligibility meeting and development of IFSP due date will be 45 calendar days from the date of referral to the CDS site.

This section is used to:

- Document pertinent child-related information.

Directions:

- Use this form when conducting one or more individual evaluations that result in an evaluation report.
- Record the date that the form was sent to the parent.
- Record the date that the form was received back from the parent.

43

Record the date the form was received back from the parent

45 school day timeline for evaluations

Maine Department of Education

45 Day Timeline

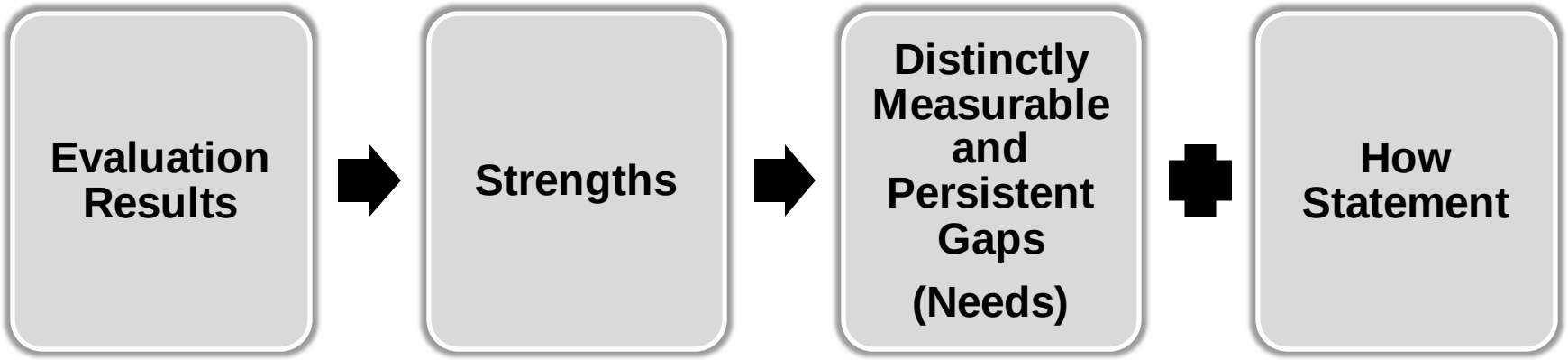
- IDEA Indicator B-11
- Data reported to OSEP annually

Maine Department of Education

Acceptable/Unacceptable Reasons for Delay Related to SPP Indicator B-11	
IDEA (34 CFR 300.301(d)) and MUSER (Section V.1.A.(b)) define acceptable reasons for delay to the initial evaluation timeline. When situations defined as "acceptable reasons for delay" occur, the initial evaluation timeframe shall not apply. The acceptable reasons are listed here for reference. While unacceptable reasons for delay are not specifically described in IDEA or MUSER, samples of those are also included here for reference.	
ACCEPTABLE	**UNACCEPTABLE**
1) Repeated parent failure or refusal to make the child available for evaluation caused a delay in the completion of the evaluation within the timeline.	1) Lack of personnel resources to schedule and/or complete evaluation caused the delay.
2) The child enrolled in SAU after parental consent was received in another SAU but before evaluation could be completed, and parent and subsequent SAU documented an agreed-upon time when the evaluation would be completed.	2) Parent did not return phone calls.
3) Parent withdrew consent to evaluate.	3) Parent did not have transportation.
4) Excessive child absences from school.	4) External evaluator failed to meet evaluation timelines.
5) Documented inability to make contact with the parent to schedule the evaluation.	5) Child not available due to school activities.
6) Documented parent request for a delay.	6) Child under age of majority refused to participate.

Maine Department of Education

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



Maine Department of Education

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

Maine Department of Education

Section 4A – Results of All Evaluations

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

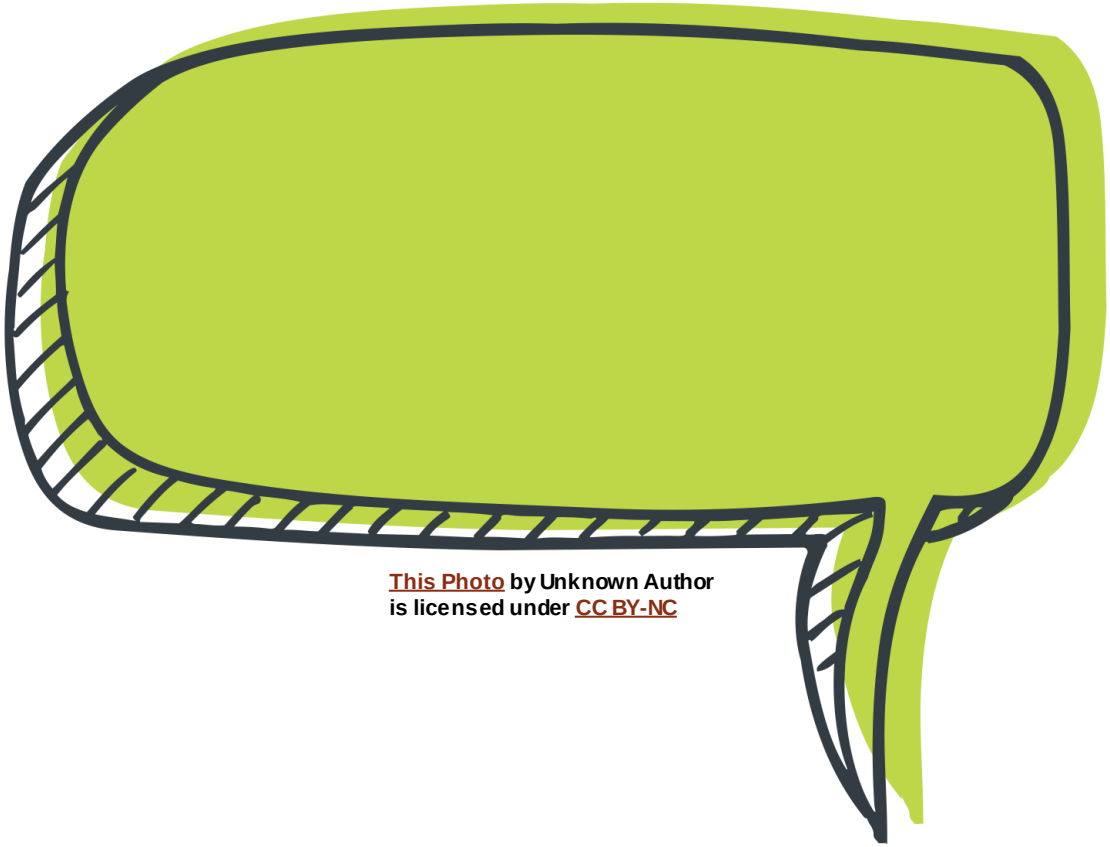
A. Results of all initial evaluations or most recent evaluations of the child:

Document:

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

Maine Department of Education

Chat Box Check In



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

Maine Department of Education

Eligibility

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

Maine Department of Education

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

Maine Department of Education

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.

Maine Department of Education

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 in unable to determine the primary disability.
- Audiological and medical evaluations are utilized as part of the multidisciplinary evaluation in determination of eligibility.

Maine Department of Education

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.

Maine Department of Education

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.

Maine Department of Education

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.

Maine Department of Education

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.

Maine Department of Education

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.

Maine Department of Education

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.

Maine Department of Education

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: 10.79% (2019)
    - (3 states/territories higher)

Maine Department of Education

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.

Maine Department of Education

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)

Maine Department of Education

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.

Maine Department of Education

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.

Maine Department of Education

Section 2: Disability

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)

Procedures for Determination

(All Steps Required)

- 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, criterial 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 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.

Maine Department of Education

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 my 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)

Maine Department of Education

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.

Maine Department of Education

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

Maine Department of Education

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 bran injuries induced by birth trauma.

34 CFR 300.8(c)(12)

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.

Maine Department of Education

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.

Maine Department of Education

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

Maine Department of Education

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.

Maine Department of Education

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

Maine Department of Education

The Maine State Required Forms Procedural Manual. (DOC, updated 08.01.2020) The Department, in collaboration with a group of special education administrators, developed this manual as a resource for educators looking for guidance in the proper use and interpretation of the Maine state required forms. Currently containing sections covering the IEP, Written Notice, Summary of Performance, and Form for the Determination of Adverse Effect on Educational Performance, the Manual, when completed, will include a section for each of the required forms.

https://www.maine.gov/doe/learning/specialed/data

Maine Department of Education

Eligibility Forms

Table of Contents

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

Maine Department of Education

Adverse Effect on Educational Performance

Maine Department of Education

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? Verification:	☐	☐	☐

Maine Department of Education

Adverse Effect on Educational Performance

	Yes	No	N/A*
2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum- based measures, demonstrate adverse effect? Verification:	☐	☐	☐
3. Do any reports prepared by the SAU or presented by the parent/guardian that reflect academic or functional performance document adverse effect? Verification:	☐	☐	☐
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? Verification:	☐	☐	☐
5. Do criterion-referenced assessments of academic or functional performance demonstrate adverse effect? Verification:	☐	☐	☐
6. Do child work products, language samples, or portfolios demonstrate adverse effect? Verification:	☐	☐	☐
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? Verification:	☐	☐	☐
8. Do the child's attendance patterns demonstrate adverse effect?	☐	☐	☐

Maine Department of Education

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? Verification:	Yes ☐	No ☐	N/A* ☐
10. Other (add any other data sources) Verification:	Yes ☐	No ☐	N/A* ☐

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

Yes	No
☐	☐

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
☐	☐

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.

Maine Department of Education

Speech or Language Impairment Eligibility Form

Maine Department of Education

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).**

	YES	NO
1. Does the child exhibit an **articulation impairment** based on the articulation severity rating scale?	☐	☐
Verification:		
2. Does the child exhibit a **language impairment** based on the language severity rating scale?	☐	☐
Verification:		
3. Does the child exhibit a **fluency impairment** based on the fluency severity rating scale?	☐	☐
Verification:		
4. Does the child exhibit a **voice impairment** based on the voice severity rating scale?	☐	☐
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.

Maine Department of Education

Speech or Language Impairment Eligibility Form

5. Does a **speech or language impairment** exist?	YES	NO
	☐	☐

6. Does the child's **speech or language impairment** adversely affect his/her educational performance?	YES	NO
	☐	☐
Verification:		

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.

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"]:

☐	a. the child requires special education.
☐	b. it can be adequately addressed through general education interventions and/or accommodations.
Verification:	

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.

Maine Department of Education

Speech or Language Impairment Eligibility Form

Maine Department of Education

Articulation Severity Rating Scale

rticulation impairment: The abnormal production of speech sounds including: substitutions, omissions, distortions r additions of speech sounds not commensurate with child's chronological age or cultural linguistic ackground 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.

	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **Severe**
Description of Articulation	No sound errors present or production is developmentally appropriate.	• Sound errors are intelligible but noticeable. • Errors consist of common types of substitutions and/or distortions.	• 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.	• 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.
	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **Severe**
Standardized Assessments	• A standard score <1.0 standard deviation below the mean. • A standard score of ≥86. • 16th percentile or above.	• 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.	• 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.	• ≥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	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **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% 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% of the time in connected speech.

Maine Department of Education

Speech or Language Impairment Eligibility Form

Maine Department of Education

Speech or Language Impairment Eligibility Form/Severity Rating Scales

Language Severity Rating Scale

anguage impairment: Any deviation in form of language (phonology, morphology and syntax), the content of inguage (vocabulary, semantics), and/or the functional use of language (pragmatics) perceived to be outside e allowable range for an individual's communication competence and not related to dialect or nguistic/cultural background. A language impairment adversely affects the child's educational performance s reflected by his/her social interaction, behavior, emotional development, vocational performance, ommunication, and/or participation in classroom activities as well as academic achievement.

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

	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **Severe**
Standardized Assessments	• A composite standard score <1.0 standard deviation below the mean. • Language quotient or standard score of ≥86. • ≥17th percentile.	• A composite standard score of 1.0 to 1.4 standard deviations below the mean. • Language quotient or standard score of 78-85. • 8-16th percentile.	• A composite standard score of 1.5 to 2 standard deviations below the mean. • Language quotient or standard score of 71-77. • 3-7th percentile.	• A composite standard score of >2 standard deviations below the mean. • Language quotient or standard score at or <70. • ≤2nd percentile.
Informal Assessments • Criterion referenced • Language or speech samples • Structured observation	☐ **No apparent problem** The child's language skills are within his/her expected language performance range on an informal assessment instrument.	☐ **Mild** Informal assessment indicates a language deficit.	☐ **Moderate** Informal assessment indicates a language deficit that usually interferes with communication.	☐ **Severe** Informal assessment indicates the pupil has limited functional language skills. Communication is an effort. Child is nonverbal and cognitive ability has not been ascertained.

Maine Department of Education

Speech or Language Impairment Eligibility Form

Maine Department of Education

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.

Standardized Assessments/ Description of Fluency	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **Severe**
	Fluency of speech does not draw attention to the child and is developmentally appropriate.	• 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.	• 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.	• ≥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	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **Severe**
		Transitory dysfluencies are observed in specific situations.	Frequent dysfluencies are observed in many situations.	Habitual dysfluent behaviors are observed in a majority of situations.

Maine Department of Education

Speech or Language Impairment Eligibility Form

Maine Department of Education

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.

☐ 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.

Description of Voice	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **Severe**
	Voice production quality (tension, resonance), pitch and intensity are not unusual.	Inconsistent noticeable differences in voice production quality (tension, resonance), pitch or intensity.	Persistent noticeable differences in voice production quality (tension, resonance), pitch or intensity.	Persistent noticeable extreme differences in voice production quality (tension, resonance), pitch or intensity.
Informal Assessments	☐ **No apparent problem**	☐ **Mild**	☐ **Moderate**	☐ **Severe**
		Voice difference including hoarseness, hyper-nasality, hypo-nasality, pitch or intensity is somewhat inappropriate for the child's age. Voice difference is of little or no concern to a physician.	Voice difference including hoarseness, hyper-nasality, hypo-nasality, pitch or intensity is significantly inappropriate for the child's age. Voice difference is of concern to a physician.	Voice difference including hoarseness, hyper-nasality, hypo-nasality, pitch or intensity is distinctly abnormal for the child's age. Voice difference is of concern to a physician.

Maine Department of Education

Specific Learning Disability Eligibility Form

Maine Department of Education

Specific Learning Disability Eligibility Form

Maine Unified Special Education Regulations (MUSER VII.2.L)

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.L):

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

	YES	NO
1. 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.L(2)(a)(i))	☐	☐

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.L(2)(a)(c)).

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	☐	**Reading fluency skills**	☐
Listening comprehension	☐	**Reading comprehension**	☐
Written expression	☐	**Mathematic calculation**	☐
Basic reading skill	☐	**Mathematics problem-solving**	☐

Verification:

Maine Department of Education

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.L(2)(a)(1))	YES	NO
	☐	☐

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.L(2)(b)(i)(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 8.

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."

	YES	NO
a. Visual, hearing or motor disability (MUSER VII.2.L(2)(a)(iii)(aa))	☐	☐

Verification:

	YES	NO
b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))	☐	☐

Verification:

	YES	NO
c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc))	☐	☐

Verification:

	YES	NO
d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(a)(iii)(dd-ff))	☐	☐

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 8.

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

Maine Department of Education

Specific Learning Disability Eligibility Form

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.L(2)(a)(ii))**

YES	NO
☐	☐

		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.L(2)(a)(i)(aa))		
b.	Classroom performance data. (MUSER VII.2.L(2)(a)(ii)(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.L(2)(a)(ii)(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.L(2)(a)(ii)(dd))		

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.

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.

If the answer to Question 4 is **YES**, proceed to question 5.

5. **Relevant behavior noted during the observation(s) and its relationship to academic functioning (MUSER VII.2.L.(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.L(2)(f)(i))**

NOTES:

6. **Educationally relevant medical findings (MUSER VII.2.L(2)(g)(i)(IV))**

NOTES:

7. **Are the evaluations utilized valid and reliable assessments and performed by qualified individuals? (MUSER V.2.C(1)(c)&(d))**

YES	NO
☐	☐

If NO, provide verification:

Maine Department of Education

Specific Learning Disability Eligibility Form

Child's Name: Date:

PART B: Conclusions

8. Does a specific learning disability exist? (MUSER VII.2.L(2)(g)(i)(I))	**YES**	**NO**
	☐	☐

If the answer to Question 8 is **NO**, the child does not qualify as a child with a specific learning disability under MUSER. If the answer is **YES**, proceed to question 9.

9. If there is a learning disability, the disability is of such nature and degree that [check one and summarize the basis for that selection in the area marked "Summary"]:

☐	a. the child requires special education and related services. (MUSER V.2.F(2))
☐	b. it can be adequately addressed through general education interventions and/or accommodations.
Summary:	

If the box in question 9(a) is checked, the child qualifies as a child with a specific learning disability under MUSER. If the box in question 9(b) is checked, the child does not qualify as a child with a specific learning disability under MUSER.

Team members must certify their agreement or disagreement with this result by signing below:

I certify my agreement with the result of this report (MUSER VII.2.L(2)(g)(ii))

Signature	Printed Name	Title

I **do not** agree with the result of this report

Signature	Printed Name	Title

Dissenting team members shall submit a separate statement (MUSER VII.2.L(2)(g)(ii)).

Maine Department of Education

Chat Box Check In

Contact Hour

The certificate for 1 contact hour is in the chat box.
If you are watching this as a recording,
please email:
Jennifer.Gleason@maine.gov for a contact hour.

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

Maine Department of Education

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

Colette Sullivan – Acting Federal Programs Coordinator

colette.sullivan@maine.gov

Leora Byras – Special Education Consultant

leora.byras@maine.gov

Jennifer Gleason-Special Education Consultant

Jennifer.Gleason@maine.gov

Maine Department of Education