



This Training is being Recorded.

***Please feel free to ask questions as they come up,
but we will have Chat Box Check-Ins.***

LIVE TRANSCRIPTION IS AVAILABLE

Link for Recordings and Power Points –

<https://www.maine.gov/doe/learning/specialied/pl>



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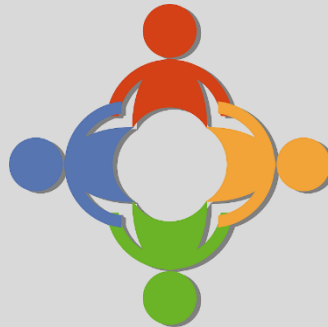
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Office Hours – Resources

Maine DOE

OSSIE Team

Office of Special Services and Inclusive Education
Supervision, Monitoring and Support

9/12/2023

Resources

Supervision, Monitoring, and Support - Resources



(207) 624-6608



ossie@maine.gov

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



Resources

[2023 - 2024 Office Hours Schedule and Registration Links](#)

[Tiered Support Rubric](#)

[Special Education Director Directory](#)

[Monitoring Cohort Projection List](#)

[Procedural Manual](#)

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

Resources



SAU and CWS Resources

[Letter of Notification and Instruction - SAU](#)

[Letter of Notification and Instruction - CWS](#)

[Sample Self-Assessment Form 2023-2024](#)

[IEP Quick Reference Document](#)

[Extended School Year v. Year Long Programming Documentation Requirements](#)

[Transition Assessments and Resources](#)



CDS Resources

[Letter of Notification and Instruction - CDS](#)

[Sample CDS Self-Assessment Form 2023-2024](#)

[CDS IEP Quick Reference Document](#)



Regional Program Resources

[Letter of Notification and Instruction - Regional Program](#)

[Regional Program Approval Grid](#)

[Regional Program Contact List](#)

MDOE Special Education Required Forms Procedural Manual

Last Updated: 8/1/2020 by the IEP Committee –

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Procedural Manual



**Special Education
Required Forms
Procedural Manual**



Updated 8/1/2020

Procedural Manual

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Determination of Adverse Effect

This form is used to:

- Provide a written record regarding the determination of 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

Definition – Adverse effect/adversely effects: 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.

Directions:

- The use of the form is limited to:
 - Determination of eligibility for special education services.
 - Consideration of a change in eligibility for special education services.
 - Dismissal from special education services.

The procedure for determination of adverse effect applies only to the following eligibility categories: Autism, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness.

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SECTION 1.A – ASSESSMENT/DATA SOURCES

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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section is used to:

- Document data considered and indicate whether it supports a determination of adverse effect.

Directions:

- Examples of data sources for category 1:
 - For 3-5 year-olds - Wechsler Preschool and Primary Scale of Intelligence- Fourth Edition™ (WPPSI-IV), Autism Diagnostic Observation Schedule™ (ADOS™);
 - Grades K-12 - Woodcock Johnson, Wechsler Individual Achievement Test, Oral and Written Language Scale, Gray Oral Reading Test, Test of Word Reading Efficiency.

The IEP Team's determination of adverse effect is based upon the results of assessments and/or data sources determined by the Team to be necessary to verify the effect of the disability on educational performance. In most situations, the Team will consider multiple assessments and/or data sources for determination of adverse effect.

2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum-based measures, demonstrate adverse effect? Verification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

- Examples of data sources for category 2:
 - NWEA, PSAT, SAT.

Procedural Manual

3. Do any reports prepared by the SAU or presented by the parent/guardian that reflect academic or functional performance document adverse effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification:			

- Examples of data sources for category 3:
 - 3-5-year-olds - Adaptive Behavior Assessment System®-Second Edition (ABAS®-II), CDS Eligibility Observation Summary
 - Grades K-12 - Vineland scores, Adaptive Behavior Assessment System scores, academic grades, reports by parent or outside providers, reports of whether the child meets standards in standards-based system.

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?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	N/A* <input type="checkbox"/>
Verification:			

- Examples of data sources for category 4:
 - 3-5-year-olds - Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), *Second Edition*, HighScope® Child Observation Record
 - Grades K-12 - MEAs, NWEAs, writing prompts, and curriculum-based measures such as DRA, DIBELS, Everyday Math, AIMSweb, Curriculum Unit Tests (Envisions Math).

5. Do criterion-referenced assessments of academic or functional performance demonstrate adverse effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification:			

- Examples of data sources for category 5:
 - VB-MAPP, ABLLS, Brigance Inventory of Early Development, School Function Assessment, NWEAs, MEAs, Classroom test scores.

6. Do child work products, language samples, or portfolios demonstrate adverse effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification:			

- Examples of data sources for category 6:
 - Writing prompts, handwriting samples, portfolios of work, classroom work samples.

Procedural Manual

SECTION 1.B. – SINGLE ASSESSMENT

I.B. Was only one assessment/data source considered?	YES <input type="checkbox"/>	NO <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:

This section is used to:

- Indicate whether only one assessment or data source was considered and, if so, explain why that was adequate.

SECTION 2- DETERMINATION OF ADVERSE EFFECT

II. Has the IEP Team determined that there is an adverse effect on educational performance resulting from the child's disability?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
---	---------------------------------	--------------------------------

If the answer to this question is "Yes", proceed to section III. If the answer to this question is "No", 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.

This section is used to:

- Indicate whether the IEP Team has determined that there is an adverse effect on educational performance.

Directions:

- Having completed Section I and considering the findings in each of the data source categories, the Team now determines whether the child's disability results in an adverse effect on educational performance.
 - If the answer to this question is "Yes", proceed to section III.
 - If the answer to this question is "No", the child does not qualify as a child with a disability under Maine Unified Special Education Regulations (MUSER) and is not entitled to an Individualized Education Program.

Only complete Section 3 if the answer to Section 2 is "yes".

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SECTION 3 – NEED FOR SPECIAL EDUCATION

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 accommodation.

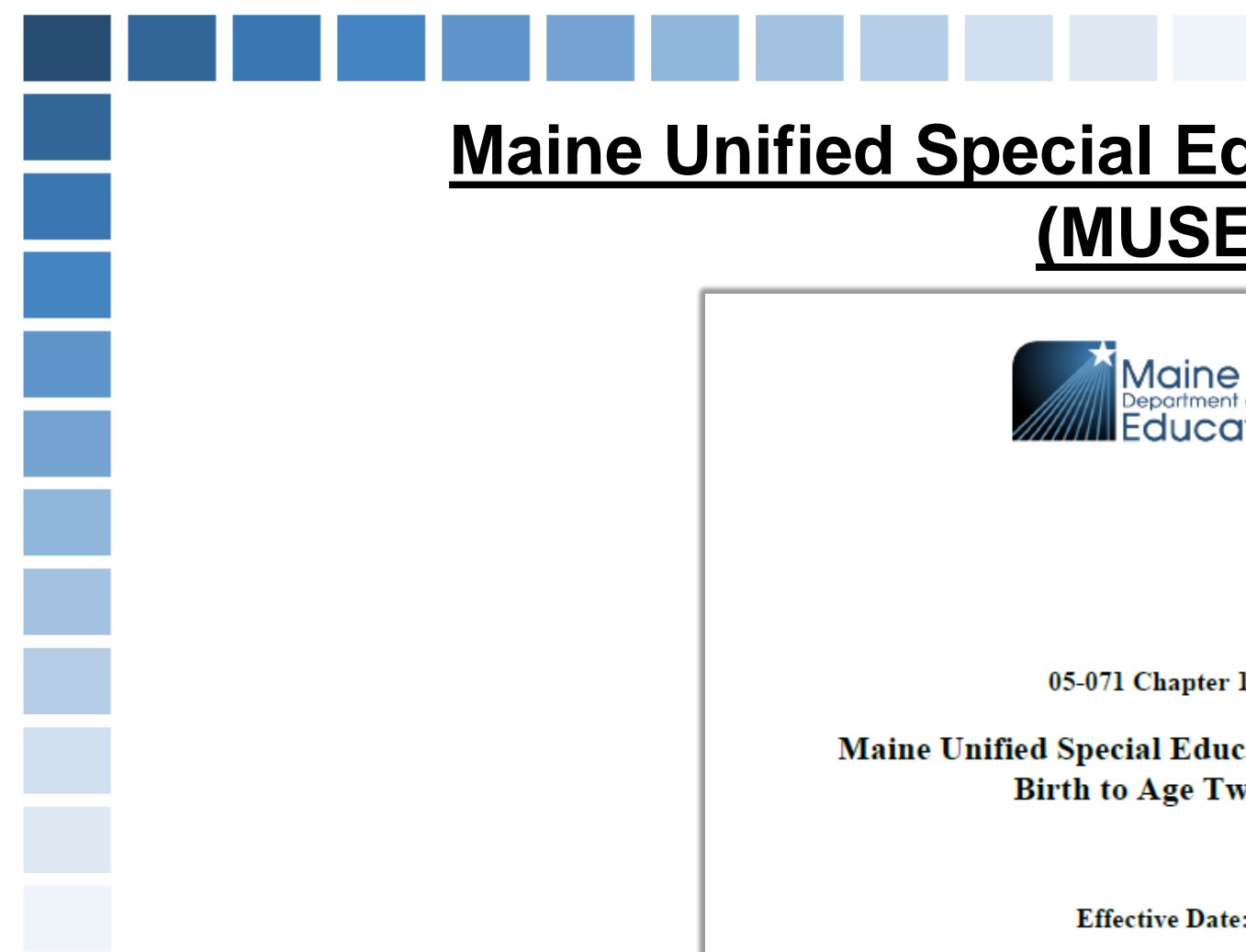
If the first box was checked, the child qualifies as a child with a disability under Maine Unified Special Education Regulations and is entitled to an Individualized Education Program. If the second box was checked, the child does not qualify as a child with a disability under Maine Unified Special Education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

This section is used to:

- Indicate whether the child requires special education.
- Summarize the basis for that determination.

Directions:

- The IEP Team should *explain* its decision regarding whether the child needs specialized instruction or whether their needs can be addressed through general education accommodations. The Team should not merely reproduce verbatim the information recorded in Section 1 but should summarize how the culmination of data sources support the Team's determination. This summary should include how the collected data shows an adverse impact on the educational performance of the child.



Maine Unified Special Education Regulations **(MUSER)**



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty

Effective Date:

August 25, 2017

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

Maine Unified Special Education Regulations (MUSER)

05-071

DEPARTMENT OF EDUCATION

Chapter 101:

MAINE UNIFIED SPECIAL EDUCATION REGULATION

SUMMARY: This rule governs the administration of the child find system for children age birth to twenty, the provision of early intervention services to eligible children birth to under age 3 (B-2) with disabilities and their families, and the provision of special education and related services to eligible children age three to twenty with disabilities and their families, implementing 20-A MRSA Chapters 301, and 303 and amendments thereto.

Italicized text signifies State requirements.

Non-italicized Times Roman text signifies federal statutory or regulatory requirements.

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

MUSER

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MEDIATION, ASSOCIATED WITH A REQUEST FOR A DUE PROCESS HEARING

COMPLAINTS

FILING A DUE PROCESS HEARING REQUEST

DUE PROCESS HEARING REQUEST

SUBPOENAS

PREHEARING MOTIONS

HEARING PROCEDURES

MODEL FORMS

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IMPARTIAL DUE PROCESS HEARING

HEARING RIGHTS

HEARING DECISIONS

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Chat Box Check In



IEP Quick Reference Document

This aligns to Word Document that has replaced the Electronic Monitoring Tool (EMT) and is in place for the current cohort. It is amended and shared annually.



2023-2024 Cohort – Tips and Tricks for Writing a Compliant IEP
[For more information click here for the Special Education Required Forms Procedural Manual](#)

IEP Quick Reference Document



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<https://www.maine.gov/doe/sites/maine.gov/doe/files/2023-09/23-24%20IEP%20Quick%20Reference.pdf>

IEP Quick Reference Document

It outlines the expectations for compliant IEP development.



2023-2024 Cohort – Tips and Tricks for Writing a Compliant IEP
[For more information, click here for the Special Education Required Forms and Manual](#)

IEP Quick Reference Document

This link will take you directly to the Procedural Manual, which includes more detailed explanations around compliant IEP development.



2023-2024 School Year - Tips and Tricks for Writing a Compliant IEP
[For more information, click here for the Special Education Required Forms Procedural Manual](#)

IEP Quick Reference Document

This link will take you directly to the IEP document.



2023-2024 Cohort – Tips and Tricks for Writing a Compliant IEP
For more information, click here for the Special Education Required Forms Procedural Manual

IEP Quick Reference Document

<u>Finding</u>	<u>Location</u>	<u>MUSER Citation</u>	<u>Criteria</u>
RAE1	Section 4A	Results of initial or most recent evaluations of the child. 34 CFR 300.324(a)(1)(iii) MUSER IX.3.C(1)(c)	<ul style="list-style-type: none"> - Include evaluations that support the eligibility discussion - Include evaluation name - All evaluations must be dated
AFS1	Section 4B	Academic, Functional, and/or Developmental strengths of the child 34 CFR 300.324(a)(1)(i) MUSER IX.3.C(1)(a)	<ul style="list-style-type: none"> - Based on observations - Include areas of strength and relative strengths - NOT a restatement of evaluations
APG2	Section 4C	Academic needs (distinctly measurable and persistent skill gap) of the child. 34 CFR 300.324(a)(1)(iv) MUSER IX.3.C(1)(d)	<ul style="list-style-type: none"> - Academic - Distinctly Measurable and Persistent Skill Gaps - Best documented in a bulleted list - Make sure to include specific skill deficits <ul style="list-style-type: none"> - Fluency, Comprehension, etc. instead of Reading

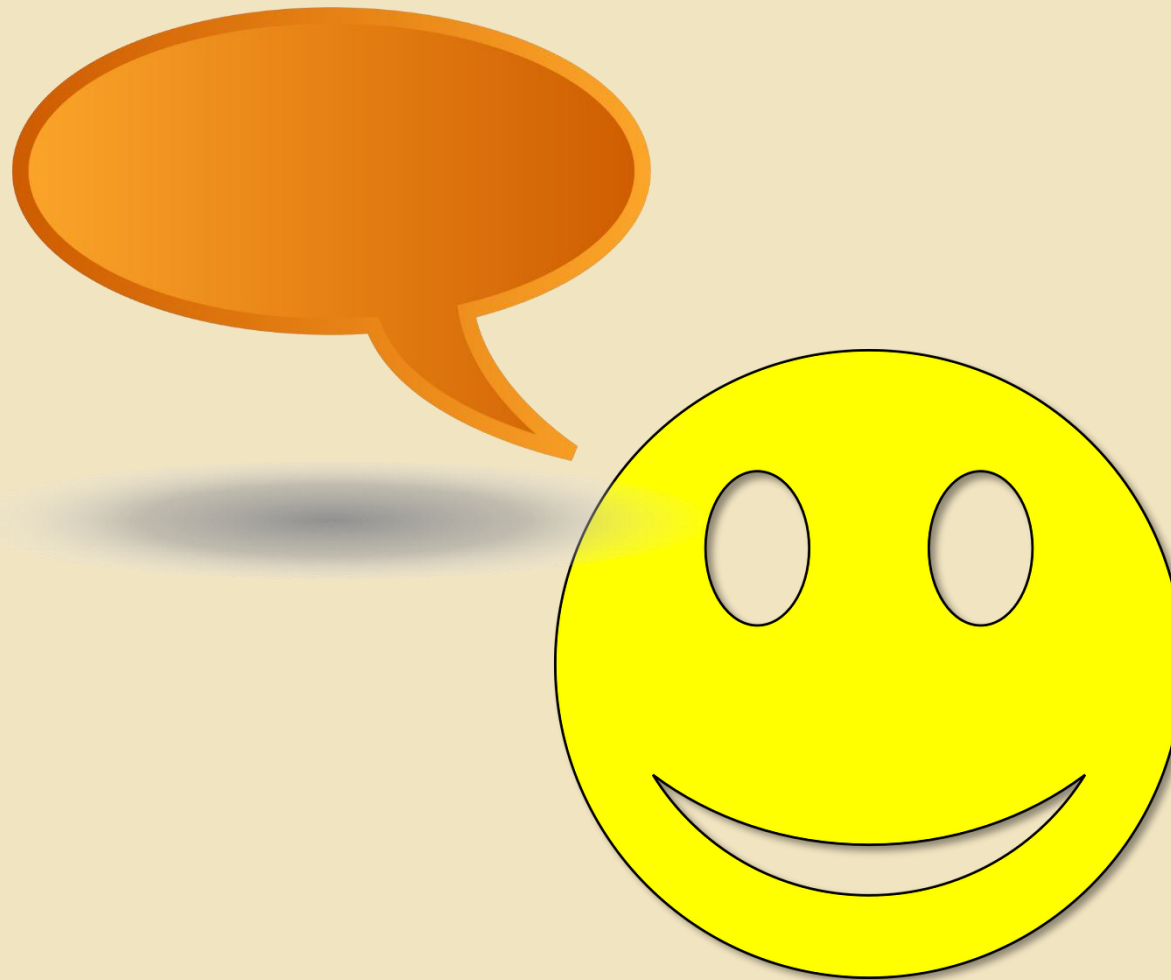
IEP Quick Reference Document

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

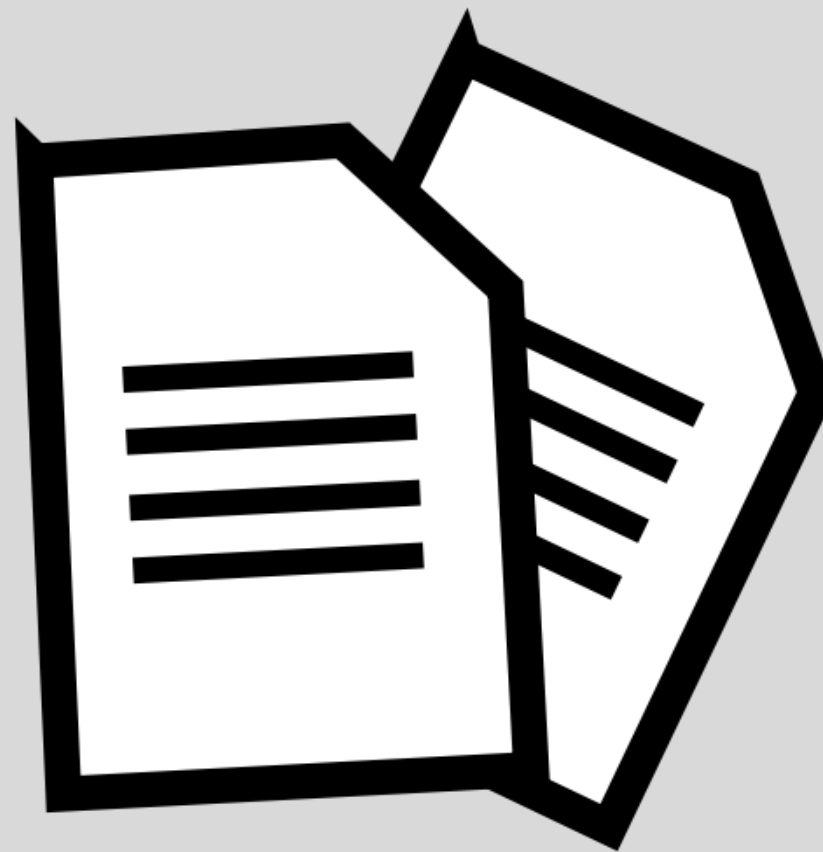
IEP Quick Reference Document

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

Chat Box Check In



The IEP Quick Reference Document also includes



Eligibility Forms –

Remember

Summary of Performance –

- Make sure there are no Blank Boxes/Areas
- Section I must include data

Specific Learning Disability Eligibility Form –

- Make sure there are no Blank Boxes/Areas
- Verification must include data
- Include Strengths and Weaknesses
- Team Members must sign the document
- Document conversation/completion of form in Written Notice

Speech/Language Eligibility Criteria –

- Document the criteria that documents adverse impact
- Verification must include data
- Document and Include all Severity Rating Scales
- Document conversation/completion of form in Written Notice

Form for Determination of Adverse Effect on Educational Performance –

- Make sure there are no Blank Boxes/Areas
- Document Reason for Use of Form
- N/A means Not Available
- Verification must include data
- Document conversation/completion of form in Written Notice

Indicator B11 – Child Find

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

Abbreviated Day – Educational

<u>Finding</u>	<u>What</u>	<u>Where</u>
ADWN	Basis of Abbreviated Day – Educational or Medical Only MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
ADLR	LRE Percentage is based on full school day MUSER X.2.C(2)(c)	IEP 8
ADE1	How the student will access curriculum and IEP services MUSER VI.2.L(1)(a)	IEP 6&7, WN
ADE2	How the student will access assessments MUSER VI.2.L(1)(b)	IEP 6, WN
ADE3	Revised IEP including: <ul style="list-style-type: none"> - Re-entry plan – no longer than 45 calendar days - Actions the SAU will take to assist the child to participate in full day MUSER VI.2.L(1)(c) MUSER VI.2.L(1)(d)	IEP, WN
ADE4	If more than 45 calendar days, IEP team must convene every 20 school days MUSER VI.2.L(1)(e)	AWN, WN
ADE5	Documentation that 20-day meeting addresses the following: <ul style="list-style-type: none"> - Review progress toward return - Review progress in education setting - Determine what setting will allow the student to progress MUSER VI.2.L(1)(e)	AWN, WN
ADE6	Revised IEP addresses reason for abbreviated day (i.e. FBA, behavior plan, counseling, gaps/goals/services/accommodations)	IEP, WN

Abbreviated Day – Medical

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

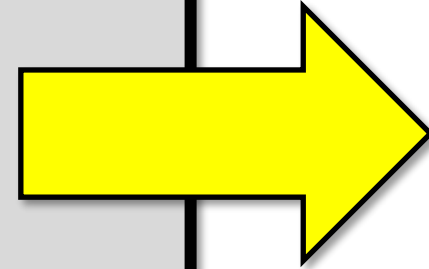
Out of Unit Placement

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





Other Considerations



Special Education Process-Initial Evaluation (Ages 3-22)

1. Referral Submitted

2. Receipt of Referral

- ❖ SAU must define what date constitutes the receipt of referral. All referrals to the IEP Team must be acted upon in a timely manner.

3. Consent to Evaluate-Sent

- ❖ The IEP Team will review data, with or without a meeting, and determine the need for additional evaluations. A consent to evaluate form must be **sent within 15 school days**, of the receipt of referral.

4. Received Consent-Signed

- ❖ **Public schools**-initial evaluations must be **completed within 45 school days** of receiving parental consent.
 - ❖ **CDS**-initial evaluations must be **completed within 60 calendar days**.

5. IEP Team Meeting: Review Evaluations & Eligibility

- ❖ **Within the timeframe (45 school days)** meet to determine if the child is a child with a disability.
 - ❖ If a disability is determined, an IEP must be developed.

6. Initial Consent for Services

- ❖ Informed consent from the parent must be obtained before providing services.

7. Initial IEP

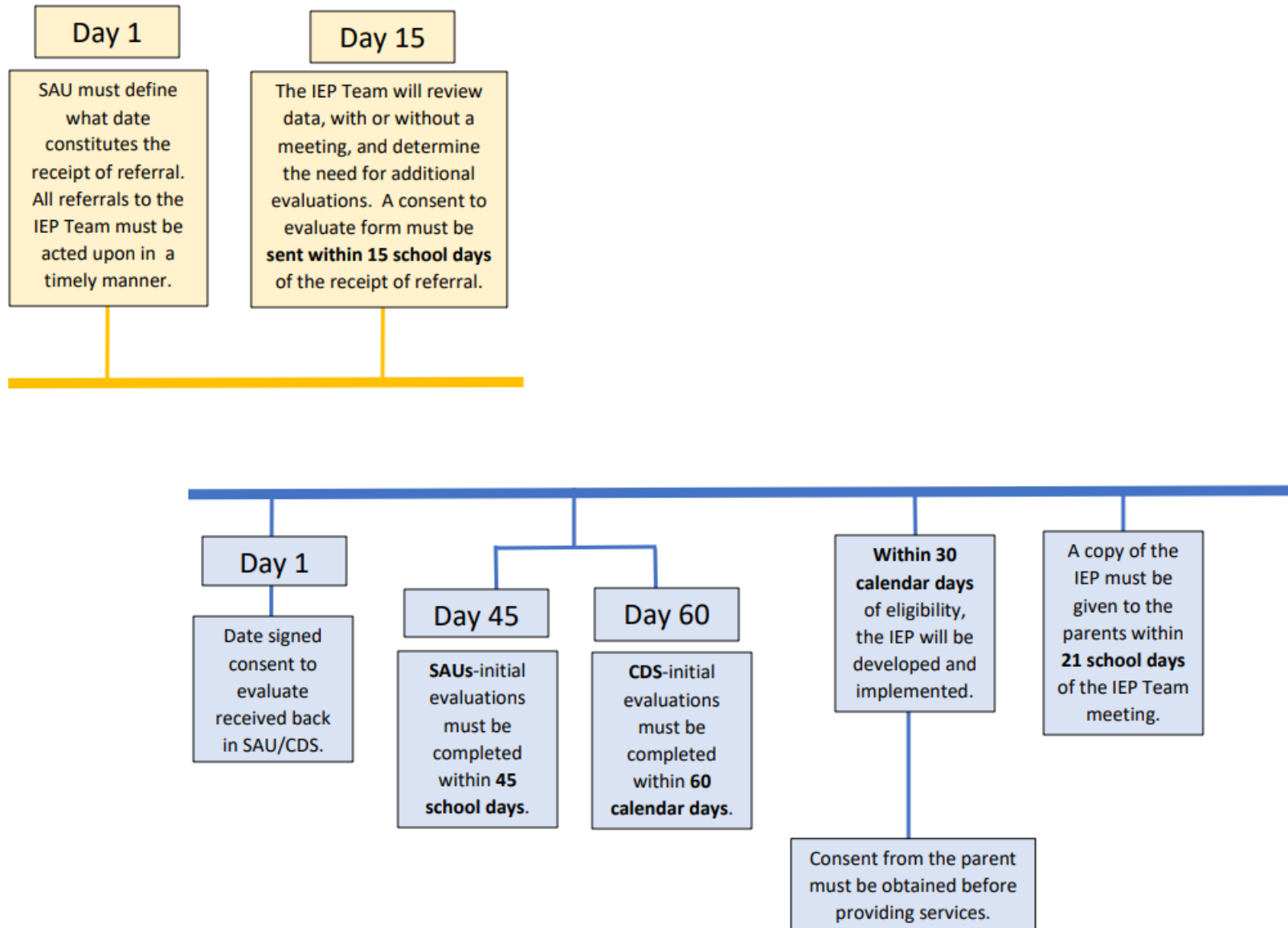
- ❖ An IEP Team Meeting to develop an IEP must be conducted **within 30 calendar days of determination** that the child needs special education and related services.**
- ❖ A copy of the IEP must be given to the parents **within 21 school days** of the IEP Team Meeting.

8. Initial IEP Implementation

- ❖ The IEP will be implemented **as soon as possible** following the IEP Meeting, but **no later than 30 calendar days after initial identification**.

**This IEP Meeting is typically done in conjunction with step 5, when the disability is determined by the Team.

Initial Referral and Evaluation (ages 3-22)



Task	Timeline
Advanced Written Notice	Sent to parents at least 7 days prior to scheduled IEP Meeting (MUSER VI.2.A, pg. 57)
Waiver of 7-day Notice for an IEP Meeting	Must sign here on AWN whenever the IEP meeting is held less than 7 days from when notice was provided (MUSER XIX.2, pg. 214; Procedural Manual pg. 5)
Annual IEP Review	Held within 364 days from the previous year's annual IEP meeting (MUSER IX.3.D(1)(a), pg. 102; Procedural Manual pg. 15)
Date of Reevaluation	3 years from the date of the IEP meeting of initial or previous evaluations were viewed (MUSER V.1.B(2)(b), pg. 44; Procedural Manual pg. 15)
Written Notice	At least 7 days prior to the date upon which the SAU takes any proposed action or refuses to act (34CFR 300.503; MUSER XV, pg. 220; Procedural Manual pg. 88)
Seven Day Waiver	Must be documented in Section 1 of the WN , a parent's decision to waive their right to Written Notice (WN) 7 days prior to any proposed or refused action being taken by the SAU (MUSER XIX.2.D, pg. 215; Procedural Manual pg. 61)

Task	Timeline
Evaluations – Copy to Parents	A copy of the evaluation report must be provided to the parent at least 3 days prior to the IEP Team Meeting at which the evaluation will be discussed (MUSER VI.2.A, pg. 57)
Evaluations – Completion	Public schools -evaluations must be completed within 45 school days of receiving parental consent CDS -evaluations must be completed within 60 calendar days (MUSER V.1.A(3)(a)(i), pg. 40)
IEP – Copy to Parents	A copy of the IEP must be given to the parents within 21 school days of the IEP Team Meeting (MUSER VI.2.H(6), pg. 67; Procedural Safeguards pg. 14)
Post-Secondary Transition Plan	When a child is in 9th grade, but no later than when the child is 16 , whichever comes first (MUSER VI.C(3)(b), pg. 63; Procedural Safeguards pg. 38)
Transition from CDS to Public School	CDS will set up joint IEP Team Meetings in the spring (April 1st-June 15th) for children entering public school kindergarten in the fall (MUSER VI.C(2)(a), pg. 61-62)
Summary of Performance (SOP)	Must be completed during the final year of a child’s high school education (34 CFR 300.305(e)(3); MUSER V.3.F(2)(B), pg. 50; Procedural Safeguards pg. 82)

Task	Timeline
Procedural Safeguards	Must be given upon initial referral for evaluation and one time per school year (34 CFR 300.504; MUSER XV, pg. 219)
Consent to Evaluate – Initial Evaluations	The IEP Team will review data, with or without a meeting, and determine the need for additional evaluations. A consent to evaluate form must be sent within 15 school days , of the receipt of referral (MUSER IV.2.E, pg. 23)

Other Useful “Fun Fact” Documents –

- Abbreviated Day
- Disciplinary Removals
- Federal Indicators
- Communities Without Schools
- Home Instruction
- Least Restrictive Environment
- Parentally Placed
- What is the 1%
- Written Notice



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**Please take a few minutes to
respond to our survey.**

*Thank
you!*

Professional Learning Feedback and Contact Hour Form.



Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

Yes

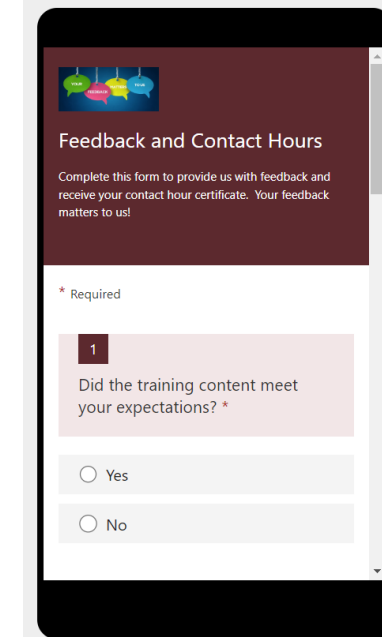
No

2

Do you feel that your knowledge or skills have improved with this PD? *

Use the link to complete the form on your computer
OR
Use the QR code to complete the form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

Yes

No

Questions?



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Please know how much we at Maine DOE appreciate each one of you and the incredible work you continue to do on behalf of your students.

This team is so proud to stand with you!

2023-24 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/13/23	Resources	Resources Registration Link
Wednesday 9/27/23	Transition from CDS to Public School	Transition from CDS to Public School Registration Link
Friday 9/29/23	<u>Q&A Session</u>	Q & A Registration Link
Wednesday 10/11/23	Abbreviated Day	Abbreviated Day Registration Link
Tuesday 10/24/23	Fall All District IEP Training	IEP Training Registration Link (10/24/23)
Tuesday 10/24/23	Fall All District B-13 Training	B-13 Training Registration Link (10/24/23)
Wednesday 10/25/23	Discipline & Manifestation Determination	Discipline & Manifestation Determination Registration Link
Friday 10/27/23	<u>Q&A Session</u>	Q & A Registration Link
Wednesday 11/8/23	Least Restrictive Environment	Least Restrictive Environment Registration Link
Wednesday 12/13/23	Orientation and Mobility	Orientation and Mobility Registration Link
Wednesday 12/20/23	Compliant Transition Plans	Compliant Transition Plans Registration Link
Tuesday 1/9/24	Winter All District B-13 Training	B-13 Training Registration Link (1/9/24)
Tuesday 1/9/24	Winter All District IEP Training	IEP Training Registration Link (1/9/24)
Wednesday 1/10/24	Advanced Written Notice & Written Notice	Advanced WN and WN Registration Link

2023-24 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	<u>Present Level of Performance Registration Link</u>
Friday 1/26/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	<u>Writing Measurable Functional Goals Registration Link</u>
Wednesday 2/28/24	Transition from CDS to Public School	<u>Transition from CDS to Public School Registration Link</u>
Wednesday 3/13/24	Alignment and DIB1 (Disability Alignment)	<u>Alignment and DIB1 Registration Link</u>
Wednesday 3/27/24	Forms – (AE attached to WN)	<u>Forms (AE attached to WN) Registration Link</u>
Friday 3/29/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 4/10/24	Special Education Law for General Education Teachers	<u>Special Education Law for General Education Teachers Registration Link</u>
Wednesday 4/24/24	IEP Essentials	<u>IEP Essentials Registration Link</u>
Friday 4/26/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Thursday 5/2/24	Spring All District IEP Training	<u>IEP Training Registration Link (5/2/24)</u>
Thursday 5/2/24	Spring All District B-13 Training	<u>B-13 Training Registration Link (5/2/24)</u>
Wednesday 5/8/24	Consultation/Related Service Goals	<u>Consultation/Related Service Goals Registration Link</u>
Wednesday 5/22/24	Data Collection	<u>Data Collection Registration Link</u>
Friday 5/24/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>

Please consider sharing the links to these PD opportunities with general education teachers:

Wednesday 10/25/23 - Discipline & Manifestation Determination

Wednesday 4/10/24 - Special Education Law for General Education Teachers

Please consider sharing the links to these PD opportunities with related service providers:

Wednesday 2/14/24 - Writing Measurable Functional Goals and Avoiding Outcomes

Wednesday 5/8/24 - Consultation/Related Service Goals



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