Hello and Welcome!

<u>Please note</u> –

When you enter the meeting,

your mics will automatically be muted.

Maine Department of Education

Introductions – Team Members

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

Julie Pelletier – Secretary Associate

Prior to joining Maine DOE in December 2016, I worked for 16 years as an Administrator in a K-5 elementary school.

julie.pelletier@maine.gov

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IEP Alignment

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Special Services Team

9/22/2021

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

or

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

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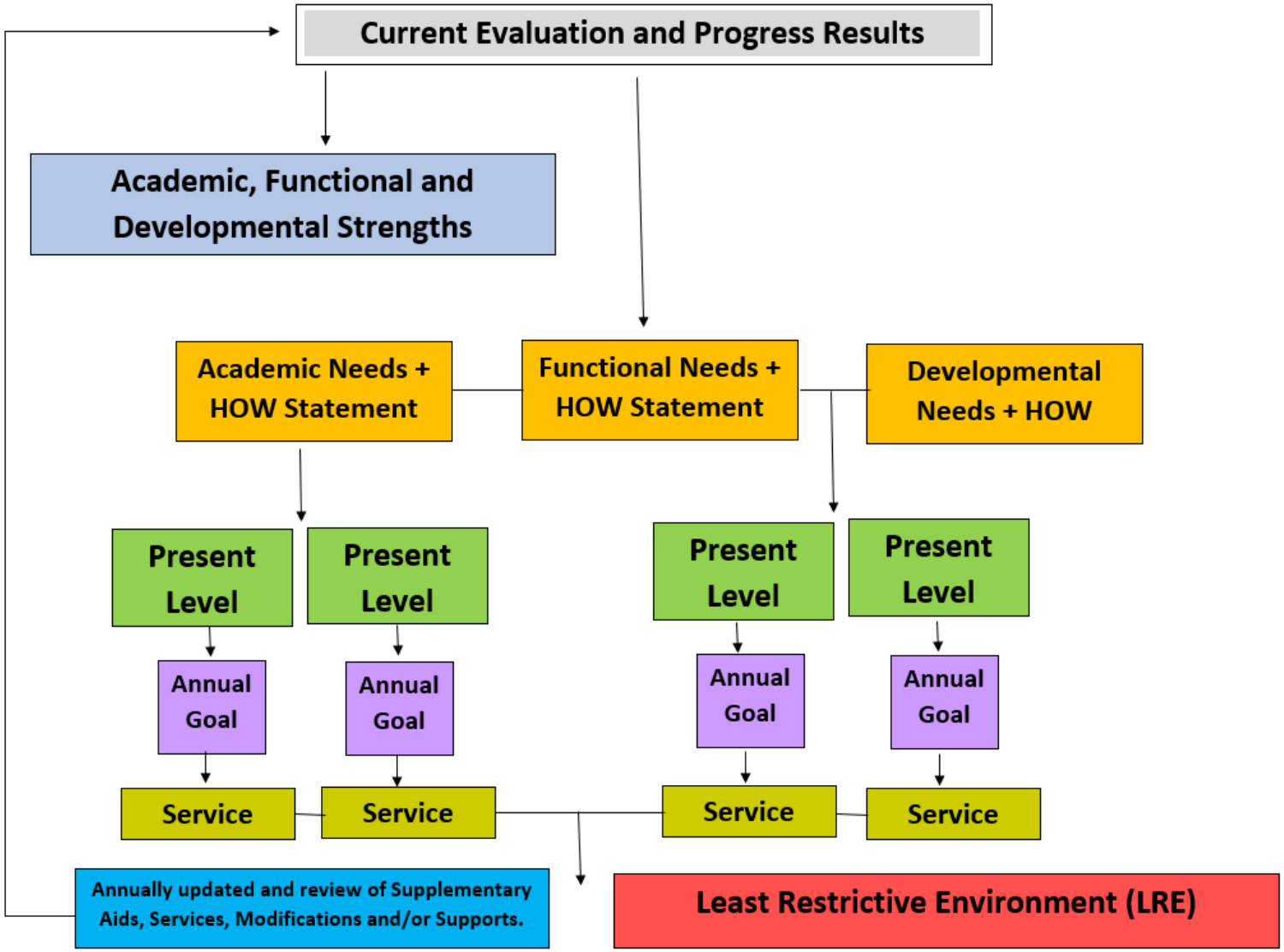
Individualized Education Plan IEP Alignment



MUSER IX.3.B(2)

(2) Rule of Construction. Nothing in this section shall be construed to require:

(a) That additional information be included in a child's IEP beyond what is explicitly required in this section; and

(b) The IEP Team to include information under one component of a child's IEP that is already contained under another component of such IEP.

Nothing in this sub-section shall be construed to restrict the Department in providing interpretation and guidance on the proper implementation of this rule.

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Evaluations Support Eligibility Determination

Evaluations → Disability Identification

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Evaluations listed in Section #4A support eligibility identification in Section #2.

2. DISABILITY

☐ Autism	☐ Deaf-Blindness	☐ Deafness
☐ Developmental Delay (3-5)	☐ Developmental Delay (Kindergarten)	☐ Emotional Disturbance
☐ Hearing Impairment	☐ Intellectual Disability	☐ Visual Impairment (including Blindness)
☒ Other Health Impairment	☐ Orthopedic Impairment	☐ Speech/Language Impairment
☐ Specific Learning Disability	☐ Traumatic Brain Injury	☐ Multiple Disability
		(check all applicable concomitant disabilities)

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:

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), 9/1/2021
(results)

Child Behavior Checklist, Teacher Report (TRF) AND Parent Form (CBC), 9/18/2021
(results)

Woodcock-Johnson, IV, Test of Achievement – Fourth Edition (WJ-IV), 9/3/2021
(results)

Beery Developmental Test for Visual-Motor Integration (VMI 5th Ed.), 9/10/2021
(results)

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Evaluations listed in Section #4A support selections in Section #3.

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:

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), 9/1/2021
(results)

Child Behavior Checklist, Teacher Report (TRF) AND Parent Form (CBC), 9/18/2021
(results)

Woodcock-Johnson, IV, Test of Achievement – Fourth Edition (WJ-IV), 9/3/2021
(results)

Beery Developmental Test for Visual-Motor Integration (VMI 5th Ed.), 9/10/2021
(results)

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	☒ YES ☐ NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	☐ YES ☒ NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	☐ YES ☒ NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	☐ YES ☐ NO ☒ NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	☐ YES ☒ NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	☐ YES ☒ NO
i. Is the child deaf or hard of hearing?	☐ YES ☒ NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	☐ YES ☒ NO
H. Does the child have academic needs?	☒ YES ☐ NO
I. Does the child have functional/developmental needs?	☒ YES ☐ NO
POST-SECONDARY TRANSITION	
J. Is the child in 9th grade or above **OR** is the child 16 years old or older?	☐ YES ☒ NO
i. If **yes**, Section 9 should be completed before completing the remainder of the IEP.	

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Evaluations Determine Skill Gaps

Evaluations

Disability Identification

Academic and Functional Skill Gaps

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Evaluations listed in Section #4A guide **distinctly measurable and persistent skill gaps**.

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:

Math computation

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

- **Addition with regrouping**
- **Single digit subtraction**

XXXX's gaps in math computation affect their involvement in the general education curriculum xxxxxxxxxxxxxxxxxxxxxxxxxx.

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Evaluations listed in Section #4A guide **distinctly measurable and persistent skill gaps**.

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:

Math computation

Broad

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

- **Addition with regrouping**
- **Single digit subtraction**

XXXX's gaps in math computation affect their involvement in the general education curriculum xxxxxxxxxxxxxxxxxxxxxxxxxx.

Specific

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For each skill gap, what is the child's present level of performance?

Evaluations

Disability Identification

Academic and Functional Skill Gaps

Present Level of Performance

One-to-one correspondence. There needs to be a present level for **each** skill gap listed in sections 4C and 4D.

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Present level of performance for **each** distinctly measurable and persistent skill gap.

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

- **Addition with regrouping**
- **Single digit subtraction**

XXXX's gaps in math computation affect their involvement in the general education curriculum xxxxxxxxxxxxxxxxxxxxxxxxxx.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
XXXX solves 2-digit addition problems with regrouping in 0% of opportunities.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**
By date, given service, child's name will skill as measured by evidence.

Objective(s) required? ☐ Yes ☐ No
By date, given service, child's name will skill as measured by evidence.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
XXXX can solve single-digit subtraction problems in 40% of opportunities.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**
By date, given service, child's name will skill as measured by evidence.

Objective(s) required? ☐ Yes ☐ No
By date, given service, child's name will skill as measured by evidence.

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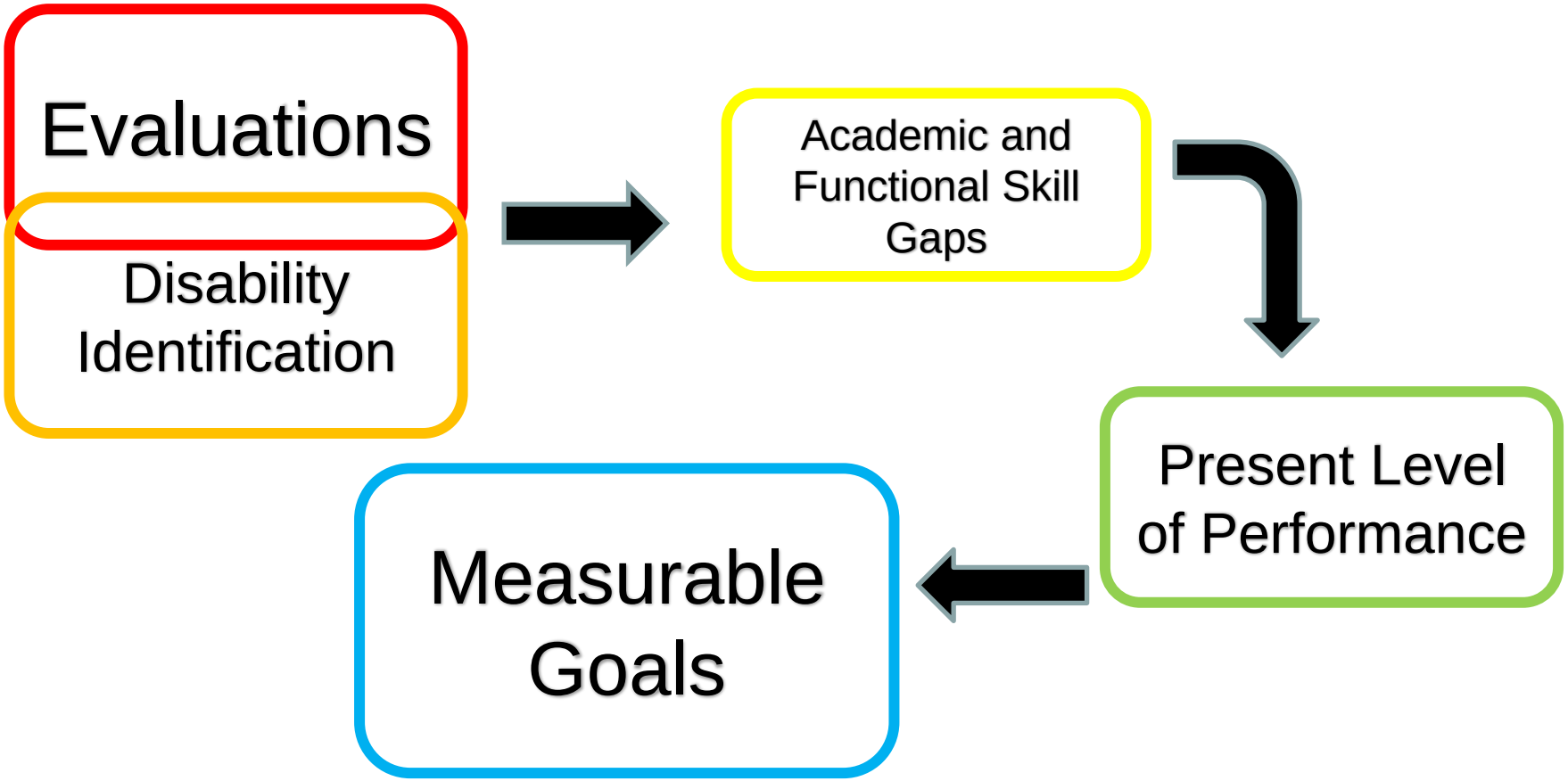
Measurable Goal for <u>each</u> distinctly measurable and persistent skill gap.



One-to-one correspondence. There needs to be a goal for **<u>each</u>** skill gap listed in sections 4C and 4D.

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Measurable Goal for **each** distinctly measurable and persistent skill gap.

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

- **Addition with regrouping**
- **Single digit subtraction**

XXXX's gaps in math computation affect their involvement in the general education curriculum xxxxxxxxxxxxxxxxxxxxxxxxxx.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
XXXX solves 2-digit addition problems with regrouping in 0% of opportunities.

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

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

By (date), given (service), XXXX will solve 2-digit addition problems with regrouping in 50% of opportunities over 5 consecutive presentations as measured by (evidence).

Objective(s) required? ☐ Yes ☐ No

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

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
XXXX can solve single-digit subtraction problems in 40% of opportunities.

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

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

By (date), given (service), XXXX will solve single-digit subtraction problems in 80% of opportunities over 5 consecutive presentations as measured by (evidence).

Objective(s) required? ☐ Yes ☐ No

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

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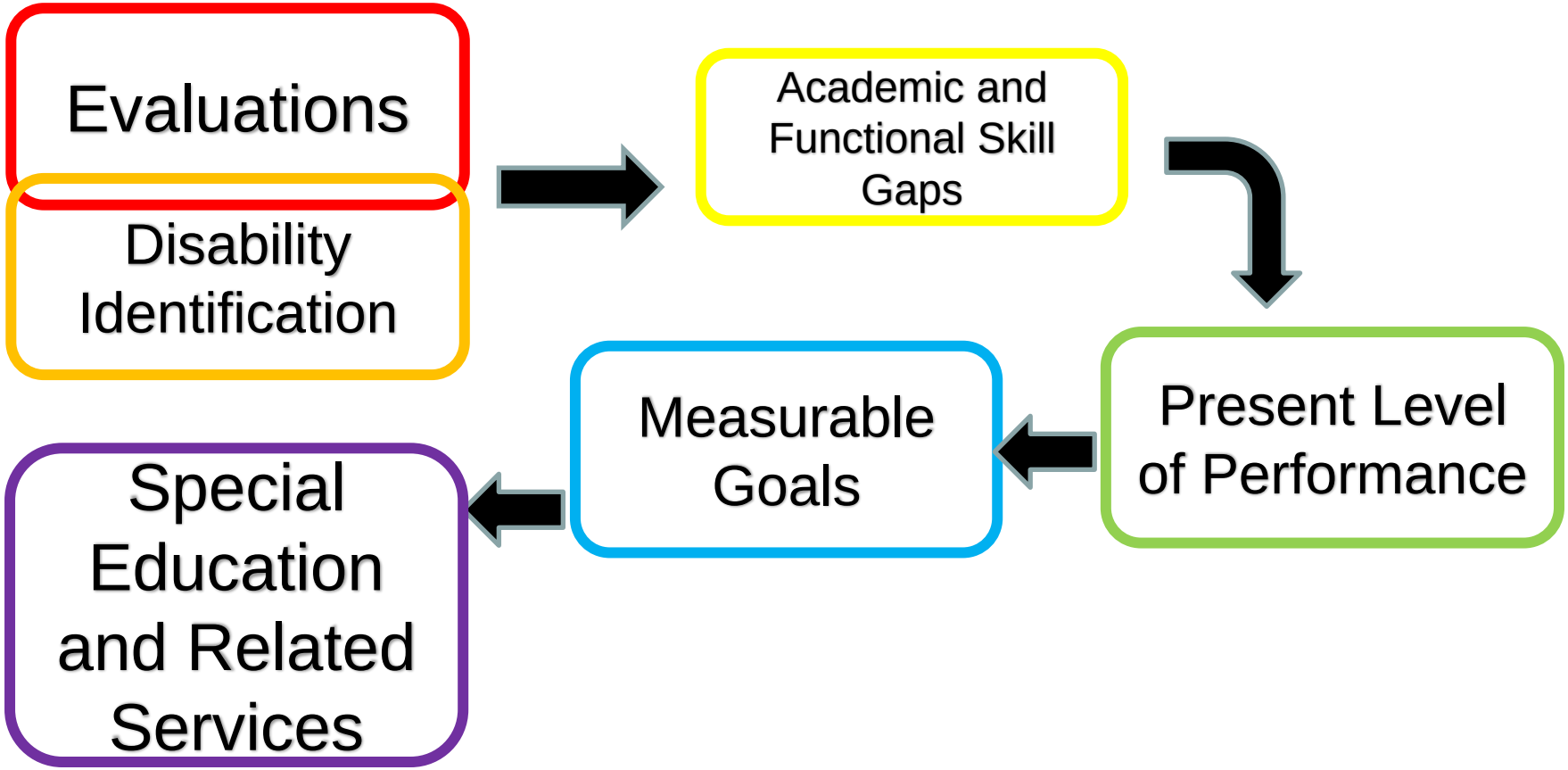
Special Education or Related Service provided for each Measurable Goal



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Service for each Measurable Goal.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
XXXX solves 2-digit addition problems with regrouping in 0% of opportunities.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**
By date, given service, child's name will skill as measured by evidence.
By (date), given (service), XXXX will solve 2-digit addition problems with regrouping in 50% of opportunities over 5 consecutive presentations as measured by (evidence).
Objective(s) required? ☐ Yes ☐ No
By date, given service, child's name will skill as measured by evidence.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
XXXX can solve single-digit subtraction problems in 40% of opportunities.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**
By date, given service, child's name will skill as measured by evidence.
By (date), given (service), XXXX will solve single-digit subtraction problems in 80% of opportunities over 5 consecutive presentations as measured by (evidence).
Objective(s) required? ☐ Yes ☐ No
By date, given service, child's name will skill as measured by evidence.

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction **Math**	**Special Education Teacher**	**Special Education**	**90 min / week**	**9/4/2021 – 9/3/2022**

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Every ***Goal*** needs a ***Service***

Every ***Service*** needs a ***Goal***

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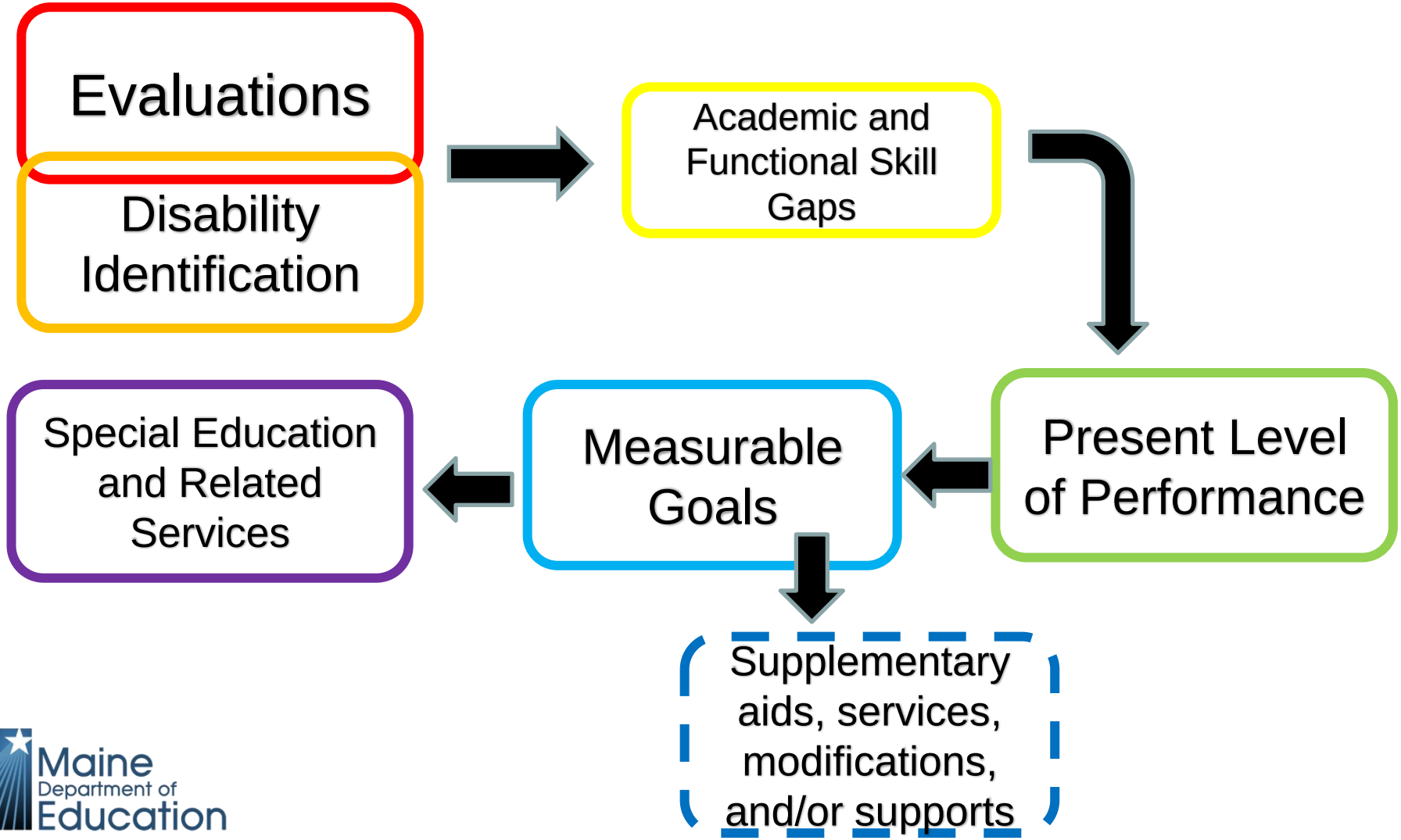
Supplementary aids, services, modification, and/or supports



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Supplementary aids, services, modification, and/or supports

PLEASE NOTE:

If a support, aid, or modification is referenced in a goal because the student needs it to be successful, it should be listed in Section 6 of the IEP.

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Supplementary aids, services, modification, and/or supports

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

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

By (date), given visual supports, manipulatives, and/or a number line, XXXX will solve single-digit subtraction problems in 80% of opportunities over 5 consecutive presentations as measured by (evidence).

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).				
A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		**Location**	**Frequency**	**Duration Beginning/End Date**
Visual supports **Manipulatives** **Number line**	☒ Classroom Instruction ☐ Classroom Assessment ☐ District-wide Assessment ☐ State Assessment	**Special Education and General Education**	**As needed**	**9/1/2021 – 8/31/2022**

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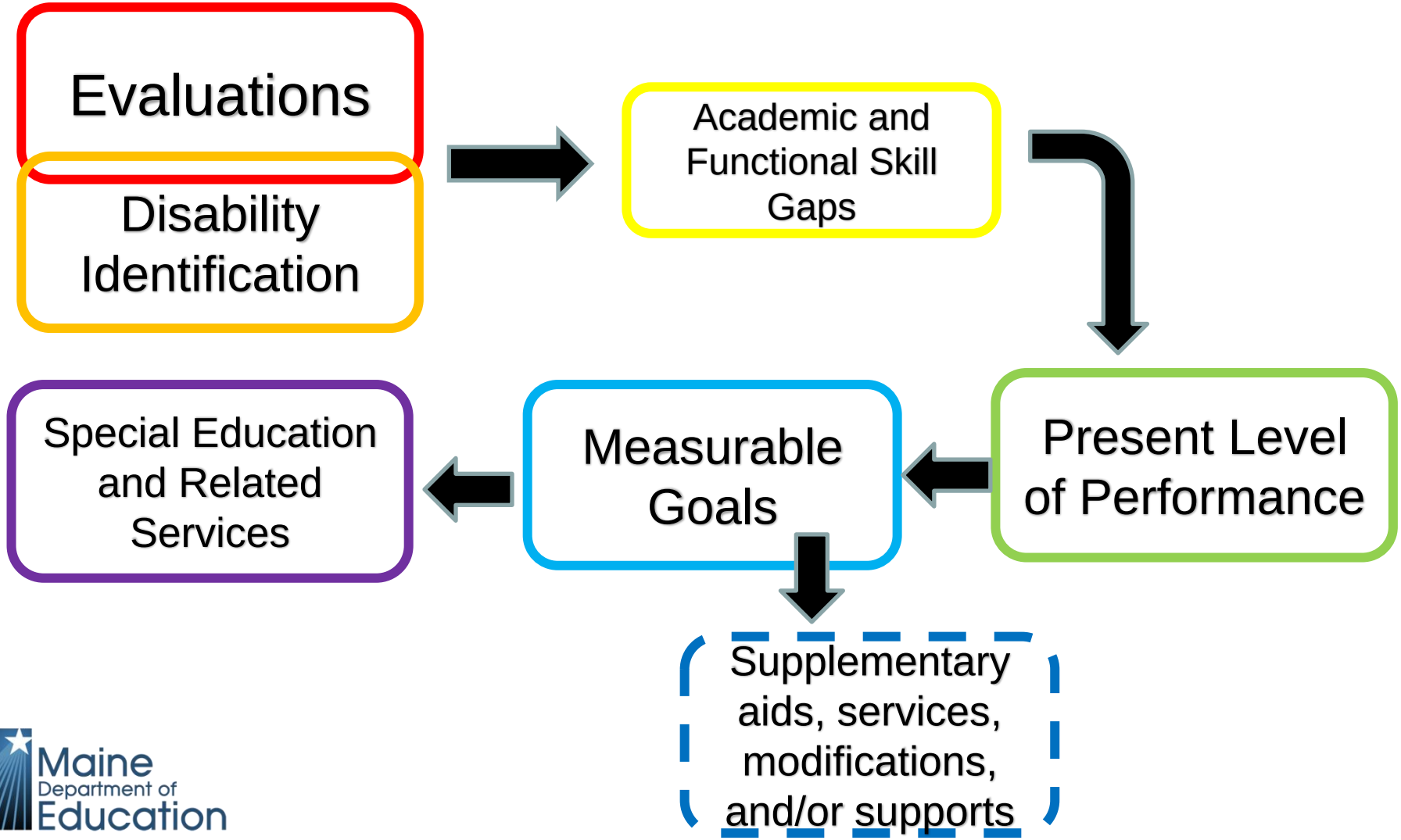
Alignment throughout the IEP document



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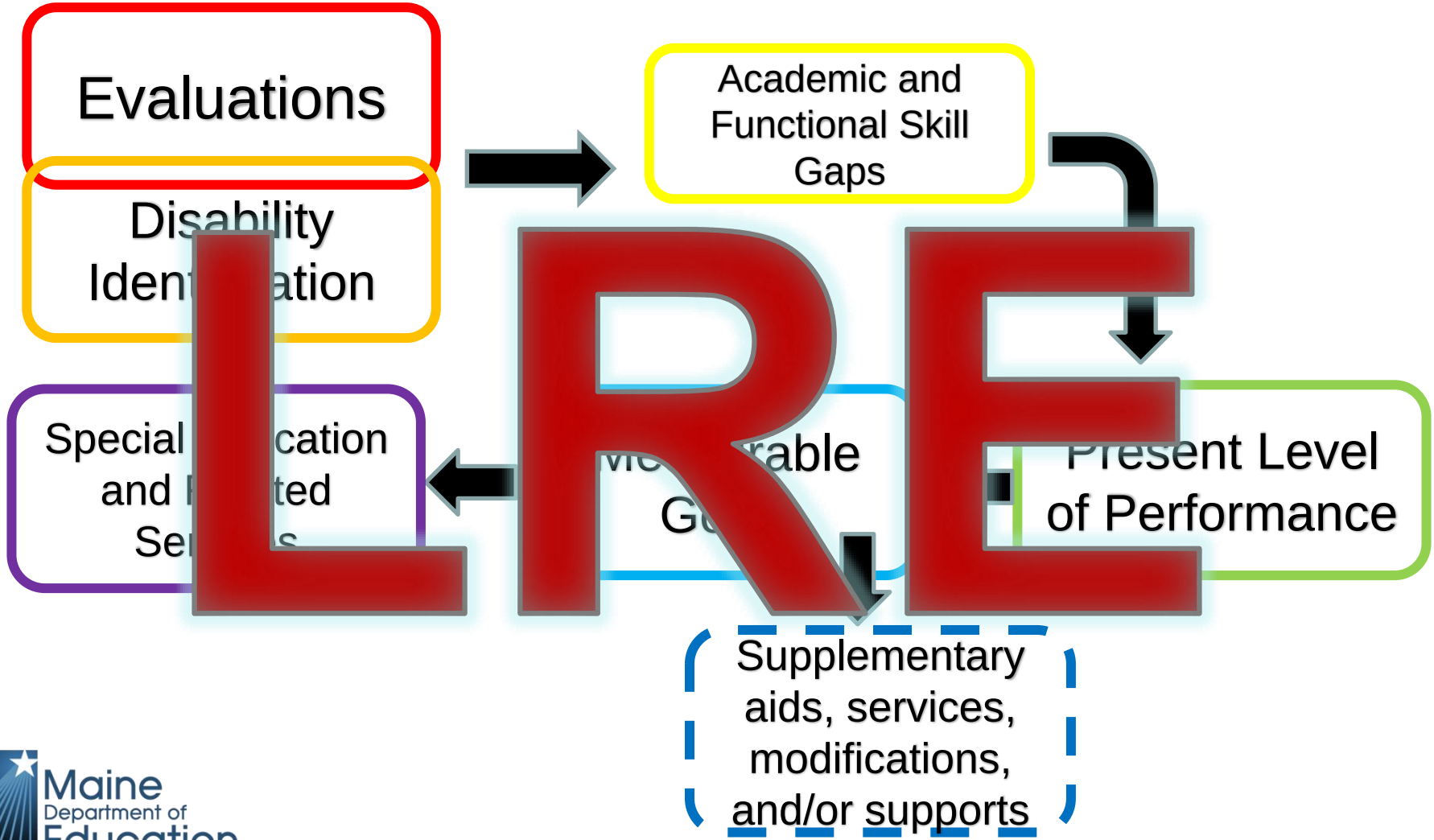
All of the IEP components together will guide the Least Restrictive Environment discussion.



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Special Education
Required Forms
Procedural Manual

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Include statement(s) of the child's current academic performance (baseline data) above each academic annual goal. The present level and annual goal should be aligned to the same skill. The IEP should include a present level and annual goal for all identified academic skill deficits listed in the Needs section.

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Contact Hour in Chat Box

If you are watching this as a recording at a later date, email jennifer.gleason@maine.gov for contact hour certificate.

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Upcoming Office Hours
2nd & 4th Wednesdays, 3:00-4:00

- **October 13**: Academic Skill Gaps and How Statement
- **October 27**: Functional Skill Gaps and How Statement
- **November 10**: Present Level Statements
- **December 8**: Measurable Goals

Open Q&A: September 24 & October 29, 11:30-12:00

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Resources

Professional Development Calendar –

https://www.maine.gov/doe/calendar

Link for Recordings and Power Points –

https://www.maine.gov/doe/learning/specialed/covid19/Administrators/Virtual%20Meeting%20Archives

Special Education Resources –

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

Special Education Laws and Regulations –

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

Special Education Forms and Reporting –

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

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Education