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This Training is being Recorded.

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

IEP Plan Alignment

Considerations AND Current Evaluation and Progress Results

| | |
|---|---|
| POST-SECONDARY TRANSITION | |
| J. Is the child in 9 th grade or above OR is the child 16 years old or older? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| i. If yes , Section 9 should be completed before completing the remainder of the IEP. | |

Academic, Functional and Developmental Strengths

Distinctly
Measurable and
Persistent Gap(s) in
Academic
Performance + How
Statement

Present
Level

Annual
Goal(s)

Service(s)

Annually Updated and review of
Supplementary Aids, Services
and/or Supports

Distinctly
Measurable and
Persistent Gap(s) in
Functional
Performance + How
Statement

Present
Level

Annual
Goal(s)

Service(s)

Least Restrictive Environment
(LRE)

How to Choose IEPs for Your Self Assessment

**Maine Department of Education
Office of Special Services and Inclusive Education
Supervision, Monitoring and Support Team**

UPDATED:

9/2024

Meet the Supervision, Monitoring and Support Team



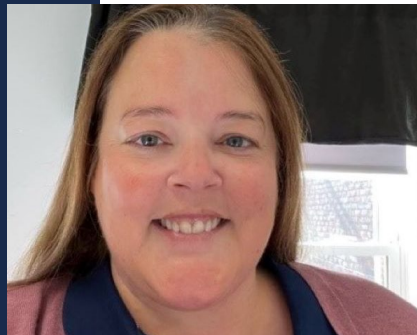
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Today's Agenda

- ✓ Level setting
- ✓ Review expectations of the Self Assessment
- ✓ Other Considerations
- ✓ Notes on Timelines
- ✓ Questions

Welcome!

- You are part of the 2024-2025 cohort for audit and review, as part of the General Supervision System.
- This is outlined in the Individuals with Disabilities Education Act (IDEA), Section [§1416](#). Monitoring, technical assistance, and enforcement.





IDEA

Individuals with Disabilities Education Act



Part B. Assistance for All Children with Disabilities

Part B includes provisions related to formula grants that assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21.

- [View indexed IDEA Part B Statute](#)
- [View printable IDEA Part B Statute](#)



IDEA

Individuals with Disabilities Education Act



Subchapter II

[Statute/Regs Main](#) » [Statute](#) » Subchapter II (Part B)

SUBCHAPTER II. ASSISTANCE FOR EDUCATION OF ALL CHILDREN WITH DISABILITIES

§1411. Authorization; allotment; use of funds; authorization of appropriations

§1412. State eligibility

§1413. Local educational agency eligibility

§1414. Evaluations, eligibility determinations, individualized education programs, and educational placements

§1415. Procedural safeguards

§1416. Monitoring, technical assistance, and enforcement

§1417. Administration

§1418. Program information

§1419. Preschool grants

Compliance versus Best Practice

Our Supervision, Monitoring and Support Team has a variety of responsibilities. Two major components include:

1. Review Compliance
2. Professional Development

Everything captured on the Corrective Action Plan (CAP) is generated from those **Compliance** items, which are cited back to IDEA.

Best Practice is what we want for all students.

Best Practice is better programming.

Best Practice is what we present in training and meets all areas of **Compliance**.

Compliance versus Best Practice

Why should this matter?

Although we as a Supervision, Monitoring and Support Team are tasked with Compliance, Best Practice is a higher standard.



Compliance versus Best Practice

Consider this example –

Compliance – documenting in a Written Notice that a Parent chose to waive their right to 7-day notice to implement the IEP.

Best Practice – documenting in a Written Notice that a Parent chose to waive their right to 7-day notice to implement the IEP AND having them complete the ***optional*** form.

BOTH are correct but our team would ***only*** look for **Compliance**.



Sample CAP –

Codes represent various findings

Maine Department of Education—Corrective Action Plan

| SAU: | | RSU Sample | | |
|---|---|---|------------------|---------------------------------|
| Finding # | Corrective Action Activities (Initiatives planned to achieve correction) | Evidence of Correction | # of Evidence | Correction Due No Later Than |
| FOT8 IEP Team meeting at least annually. 34 CFR 300.324(b)(1)(C) | *IEP Team holds an annual IEP meeting *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting | Child Specific Correction: Submit compliant 1st page of the IEP. | 2 | 4/30/2026 |
| | *Provide training on IEP meeting protocol, including timelines. | Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page of IEP | 2 | |
| CIM1 Consideration of Special Factors 34 CFR 300.324(a)(2) | *IEP Team meets to consider special factors *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting | Child Specific Correction: Submit compliant IEP | 4 | 4/30/2026 |
| | *Provide training on IEP meeting protocol, including consideration of special factors. | Systemic Correction: 1. Submit outline of training and attendance. 2. Submit compliant IEP | 2 | |
| APG4 "How" Statement 34 CFR 300.320(a)(1) | *IEP Team meets to discuss the statement of how the child's distinctly measurable and persistent academic gaps affect their involvement and progress in the general education curriculum *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting | Child Specific Correction: Submit compliant 1st page and Section #4C (Academic Gaps) of the IEP. | 1 | 4/30/2026 |
| | *Provide training on IEP development including writing the how statement. | Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C (Academic Gaps) of IEP (amended or new) with academic present level statements. | 2 | |

Compliance versus Best Practice

*Compliance
*Best Practice



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site:

Date IEP Sent to Parent:

FOT7- Compliance:

☐ Date sent to parent is ≤ 21 school days from Annual Date of IEP Meeting

1. CHILD INFORMATION

Child's Name:

Date of Birth:

Age:

Grade:

Annual Date of IEP Meeting:

Duration of the IEP:

Date of Next Annual IEP Meeting:

FOT8- Compliance:

☐ Date of next annual is within 364 days of annual meeting date

Date of Re-Evaluation:

Date(s) of Amended IEP:

Case Manager:

School/Program:

Parent/Guardian Name:

Child's Address:

City, State, ZIP:

State Agency Client? ☐ YES ☐ NO

2. DISABILITY

☐ Autism

☐ Developmental Delay (3-5)

☐ Hearing Impairment

☐ Other Health Impairment

☐ Specific Learning Disability

☐ Deaf-Blindness

☐ Developmental Delay (Kindergarten)

☐ Intellectual Disability

☐ Orthopedic Impairment

☐ Traumatic Brain Injury

☐ Deafness

☐ Emotional Disturbance

☐ Visual Impairment (including Blindness)

☐ Speech/Language Impairment

☐ Multiple Disability

(check all applicable concomitant disabilities)

Compliance:


☐ Only one disability checked, unless Multiple Disability is checked

☐ If Multiple Disability is checked, all disabilities making up the multiple are checked

IEP Quick Reference Document

- Amended for 2024-2025 cohort
- RED reflects Compliance
- BLUE reflects Best Practice





LOOK!

Let's look at the
items on the
Self-Assessment.

FOT7 – Section 1

**IEP to parents within 21 school days
of annual meeting at no cost to
parents**

[34 CFR 300.322\(f\)](#)

MUSER IV.2.H(6)

IEP sent to parents within 21 school days

Date IEP Sent to Parent: **5/29/2024**



1. CHILD INFORMATION

Child's Name: Page Turner

Date of Birth: 5/4/2012

Age: 12

Grade: 6

Annual Date of IEP Meeting: **5/15/2024**

Duration of the IEP: 5/16/2024-5/15/2025

Date of Next Annual IEP Meeting: **5/14/2025**

FOT8 – Section 1

**Next annual meeting held within 364
days of annual meeting**

[34 CFR 300.324\(b\)\(1\)\(i\)](#)

Next annual meeting must be held within 364 days of the meeting.

Date IEP Sent to Parent: **5/29/2024**

1. CHILD INFORMATION

Child's Name: Page Turner

Date of Birth: 5/4/2012

Age: 12

Grade: 6

Annual Date of IEP Meeting: **5/15/2024**

Duration of the IEP: 5/16/2024-5/15/2025

Date of Next Annual IEP Meeting: **5/14/2025**

CIM1 – Section 3

Consideration of Special Factors

[34 CFR 300.324\(a\)\(2\)](#)

Each question is answered.
If YES, that consideration is addressed in the IEP
with goals, services, and/or accommodations.

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

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

RAE1 – Section 4A

Results of initial or most recent evaluations of the child

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(c)

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 and Functional/Developmental evaluations used in eligibility decision
- Relevant state/district assessments
- Transition assessments
- Other assessments (FBA, Related Services)
- Any evals that go beyond 3 years must be agreed upon by SAU and parent and documented in Written Notice
- Document
 - Evaluation name
 - Date of Evaluation
 - Scores

Often, we see disability category identified when student was young “drop off” Section 4A. For example, if student is identified with Autism very young, leave that eval in that section on the IEP.

AFS1 – Section 4B

**Academic, Functional and/or
Developmental strengths of the child**

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(a)

Academic

ACADEMIC PERFORMANCE refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in the following areas:

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



Functional

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in the following areas:

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



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

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

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

APG2 – Section 4C

Academic gaps (skill deficits)

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(d)

APG4 – Section 4C

Academic “how” statement

[34 CFR 300.320\(a\)\(1\)](#)
MUSER IX.3.A(1)(a)(i)

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

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

Identification of the distinctly measurable and persistent gaps in Academic performance

AND

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

Distinctly Measurable
and Persistent Gaps in
Academic
Performance
(Needs)



How
Statement

Remember, you must have BOTH the skill gap and the how statement.

DISTINCTLY MEASURABLE AND PERSISTENT SKILL GAP

deficits impedes the child's ability to **COMPLETE A TASK** across content areas within the general education curriculum

Jane has limited Reading Comprehension skills, which impact her ability to comprehend grade level text and accurately provide details described in text across content areas within the general education curriculum.

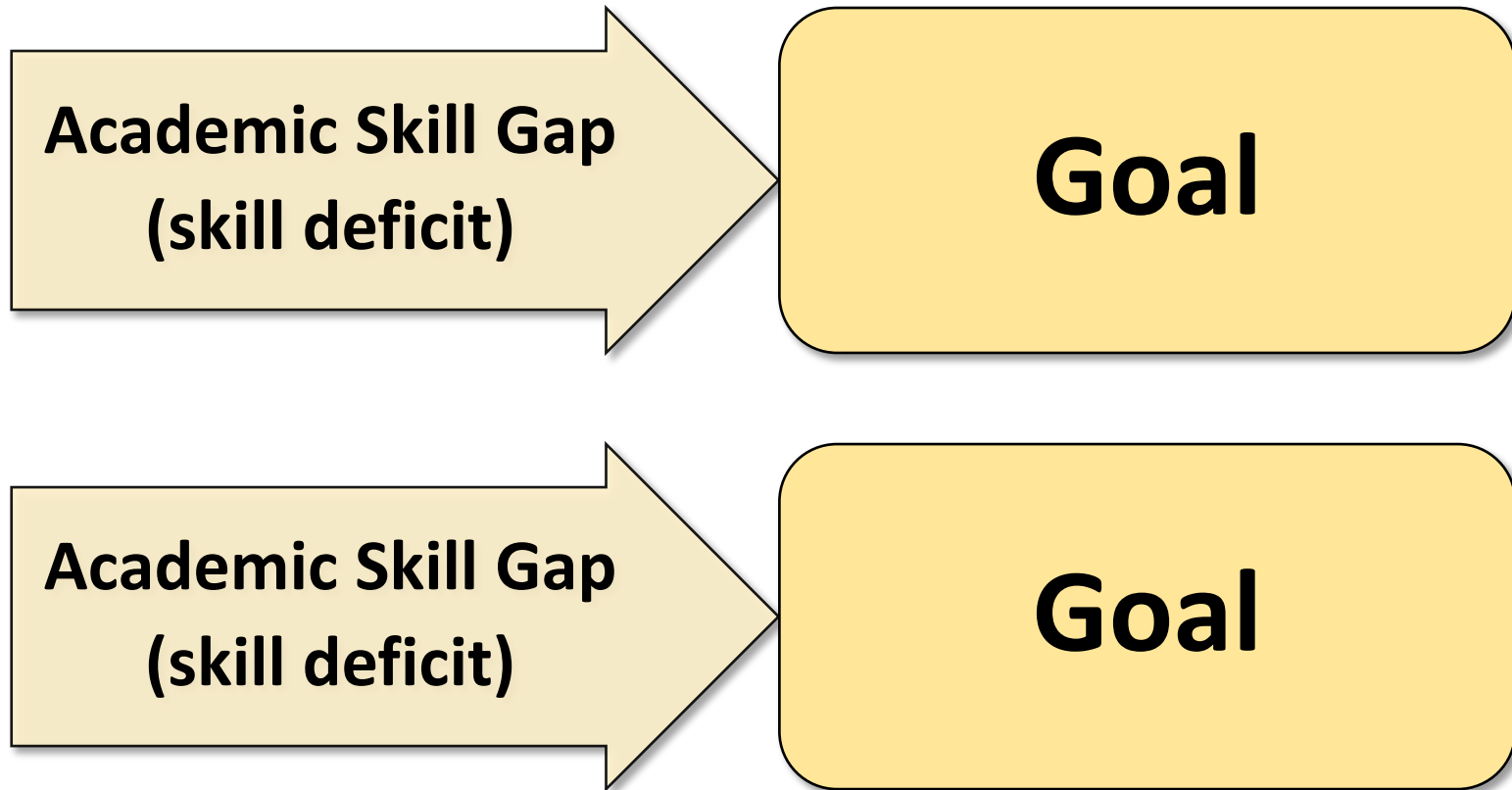
APG6 - Section 4C to Section 5

Academic gaps aligned to goals

[34 CFR 300.320\(a\)\(2\)](#)

MUSER IX.3.A(b)(i)

Every Identified Academic Skill Deficit/How = A Goal



Skill Deficit = Goal

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 xxxxxxxxxxxxxxxxxxxxxxxxxxxx.



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.

FDP2 – Section 4D

Functional/developmental gaps (skill deficits) of the child.

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(d)

FDP7 – Section 4D

**Functional/developmental “how”
statement.**

[34 CFR 300.320\(a\)\(1\)](#)

MUSER IX.3.A(1)(a)(i)

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

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

Identification of the distinctly measurable and persistent gaps in Functional performance

AND

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

Distinctly Measurable
and Persistent Gaps in
Academic
Performance
(Needs)



How
Statement

Remember, you must have **BOTH** the skill gap and the how statement.

DISTINCTLY MEASURABLE AND PERSISTENT SKILL GAP
deficits impedes the child's ability to **COMPLETE A TASK**
across content areas within the general education
curriculum

Ben's limited Self-Regulation deficits impede his ability to comprehend and apply social rules and generalize those rules to other situations, which impacts his ability to engage with peers within the general education setting.

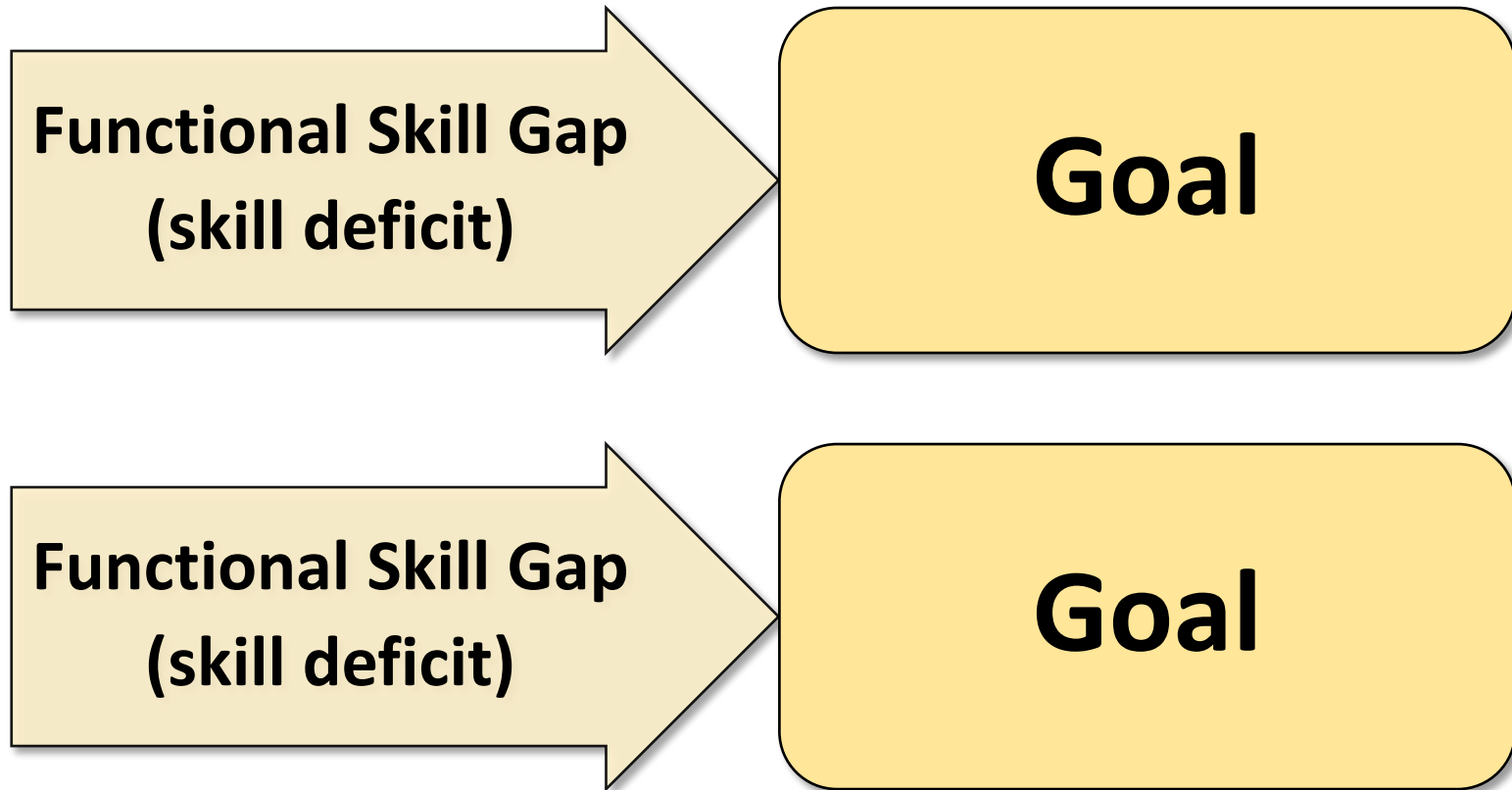
FDG1 – Section 4D to Section 5

Functional/developmental gaps aligned to goals

[34 CFR 300.320\(a\)\(2\)](#)

MUSER IX.3.A(b)(i)

Every Identified Functional Skill Deficit = A Goal



Skill Deficit = Goal

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

- Follow visual schedule
- Request help

These gaps affect Sammy's ability to access age-appropriate classroom activities.



FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas. Developmental performance refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

Sammy is unable to follow a visual schedule.

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

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

By June 2023, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1. Remove visual for completed task 2. Place visual on "all done" square 3. Reference visual for next task 4. Travel to appropriate room/area 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

Progress:

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

With adult prompting, Sammy uses a help card to request help in 50% of opportunities.

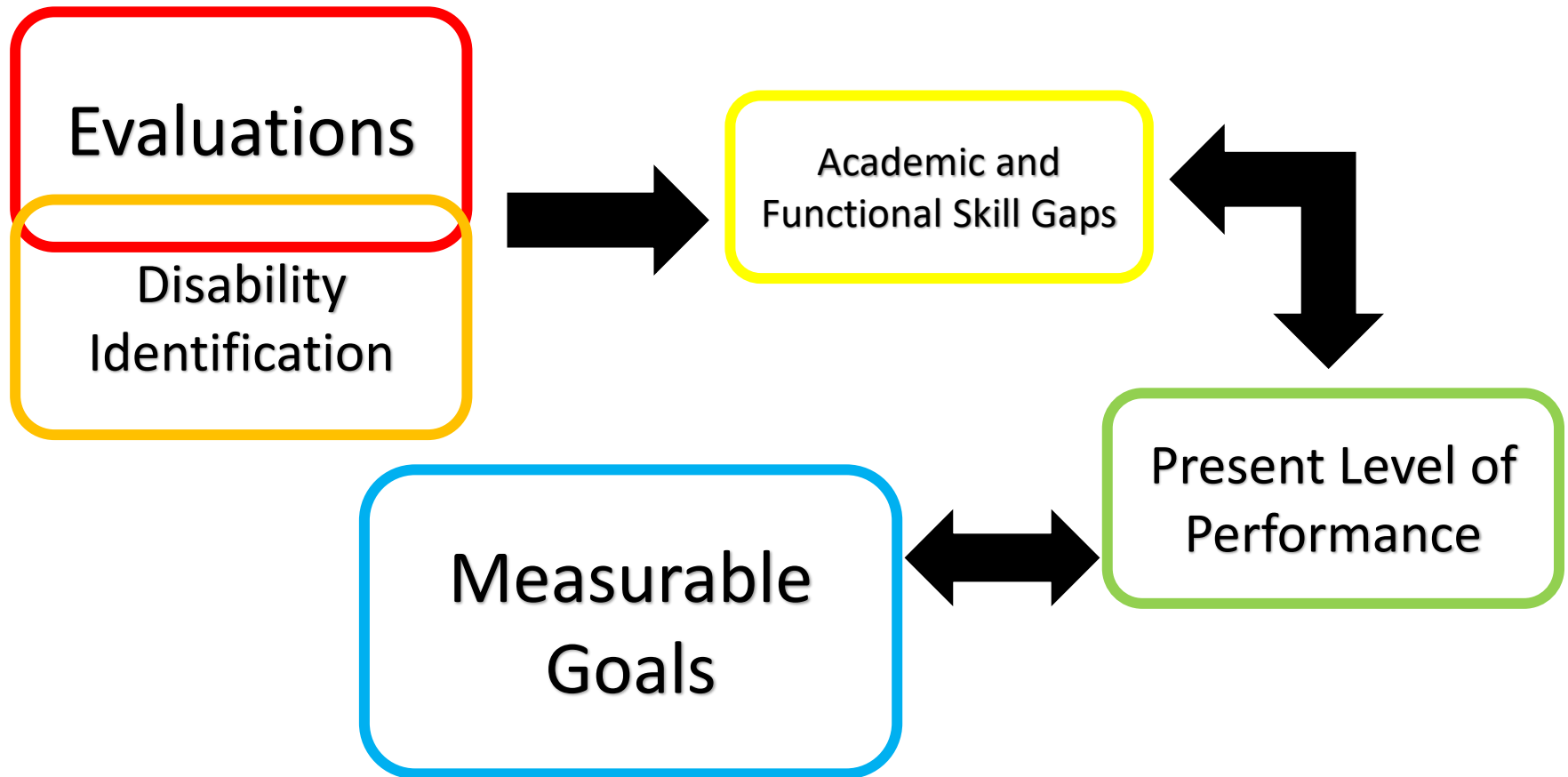
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

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

By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.

Progress:

Each measurable goal aligns to the present level and back to a gap in Section 4C and 4D.



One-to-one correspondence.

There needs to be a goal for each skill gap listed in sections 4C and 4D.



SBG3 – Section 5

IEP academic goals are measurable (including measurement data or activities to be measured by percent, frequency, or specific demonstration of mastery).

[34 CFR 300.320\(a\)\(3\)\(i\)](#)

MUSER IX.3.A(1)(b)

MUSER IX.3.A(1)(c)

MUSER VII.2

Measurable Academic Goals

Compliance versus Best Practice

Compliance –

- must be measurable
- must include measurement data
- cannot be specific curriculum or standard scores

Best Practice –

- avoid multiple skills
- be skill specific, avoid outcome-based goals
- avoid using grade level as measurement



Specific Program Data

| <u>Level 3</u> | <u>Level 4</u> |
|---|---|
| Fluency: 83 words per minute at 3 rd Grade Level | Fluency: 90 words per minute at 3 rd Grade Level |
| Reading Comprehension: 85% accuracy at 3 rd Grade Level | Reading Comprehension: 92% accuracy at 3 rd Grade Level |

Remember:

**It's best if the goal only includes 1 skill.
For example, if the child has skill deficits in
BOTH Reading Fluency and Reading Comprehension,
Best Practice would be for these to be two different goals.**

SBG4 – Standards Based Goals

IEP academic goals have a citation linking them to the grade level general education curriculum standards or the grade level at which the child is performing.

34 CFR 300.320 (a)(2i)(A)

MUSER IX (3)(b)(i) and (iii)

Section 5: Academic Performance – Standards Based Goals

Compliance-

- Each academic goal is cited to standards

Best Practice-

- Each academic goal is cited to grade-level standards
- Each academic goal is cited to grade-level Alternate Academic Achievement Standards for students who take the alternate assessment

<https://www.maine.gov/doe/learning/specialized/assessment>

[Alternate Academic Achievement Standards
Webinar.mp4 \(youtube.com\)](#)

Section 5: Academic Performance – Standards Based Goals

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

Walter spells CVC words with 35% accuracy.

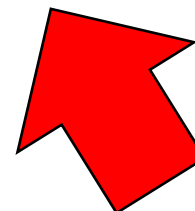
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By 11/1/2022, given specially designed instruction, Walter will be able to spell CVC words with 90% accuracy, as measured by data collection, teacher observation, work samples or similar. **MLR L.C.2**

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.



MLR = Maine Learning Results

L = Strand (Language)

C = Grade Span (Childhood (K-5), Early Adolescence (6-8), and Adolescence (9-Diploma))


2 = Standard Number

SBG5 – Section 5 to Section 7

Academic IEP Goal/Special Education Service Alignment.

[34 CFR 300.320\(a\)\(4\)](#)

MUSER IX.3.A.(1)(d)(i)



Every Goal
needs a
Service

Every Service
needs a
Goal

Section 5

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

ACADEMIC PERFORMANCE (Part B, ages 3 - 20) refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking, and mathematical problem solving* in the school environment.

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

Sammy spells CVC words with 35% accuracy.

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

By 11/2023, given specially designed instruction, Sammy will be able to spell CVC words with 90% accuracy, as measured by data collection, teacher observation, work samples or similar. MLR L.C.2

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

Sammy writes sentences with 3 words or fewer.

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

By 11/2023, given specially designed instruction, Sammy will be able to expand his writing by creating sentences that have 4 or more words with 80%, as measured by data collection, teacher observation, work samples or similar. MLR W.C.3

Progress:

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

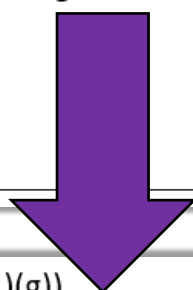
Given a definition, Sammy expresses the correct vocabulary word with 50% accuracy.

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

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

By 11/2023, given specially designed instruction, Sammy will be able to express the correct vocabulary word with 80%, as measured by data collection, teacher observation, work samples or similar, when given a definition. MLR L.C.6

Progress:



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

| Special Education Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
|--|----------------------------------|----------------------------------|---------------------------|------------------------------------|
| Specially Designed Instruction Writing | Special Education Teacher | Special Education Setting | 30 minutes per day | 11/14/2022-11/13/2023 |

FDP5 – Section 5

IEP functional/developmental goals are measurable (including measurement data or activities to be measured by percent, frequency or specific demonstration of mastery).

[34 CFR 300.320\(a\)\(3\)\(i\)](#)

MUSER IX.3.A(1)(b)

MUSER IX.3.A(1)(c)

MUSER VII.2

Functional Measurable Goal

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: **Functional performance** refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional* and *sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

Currently, ----- can utilize a tool from her individualized tool kit with support from an adult when prompted to do so, in 1 out of 5 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 12/12/2021, given specially designed instruction and consult from an Occupational Therapist, ----- will improve her self-regulation skills as demonstrated by independently utilizing a tool from her individualized tool kit, (including, but not limited to, Break card, Help card, fidget, First/Then board, or similar) to aid in self-regulating to an expected state in 4 out of 5 opportunities, as measured by teacher observation, data collection, increased time wearing a mask or similar.

Baseline Data

=

Present Level




**Measurable
Functional Goal**

FDP6 – Section 5 to Section 7

Functional/Developmental IEP Goal/Special Education/Related Service Alignment.

[34 CFR 300.320\(a\)\(4\)](#)

MUSER IX.3.A.(1)(d)(i)



Every Goal
needs a
Service

Every Service
needs a
Goal

Section 5

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas. Developmental performance refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

Sammy is unable to follow a visual schedule.

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

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

By June 2023, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1. Remove visual for completed task 2. Place visual on "all done" square 3. Reference visual for next task 4. Travel to appropriate room/area 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

Progress:

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

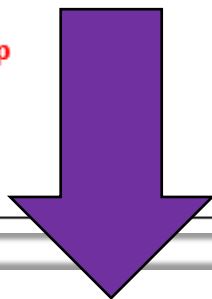
With adult prompting, Sammy uses a help card to request help in 50% of opportunities.

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

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

By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.

Progress:



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

| Special Education Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
|---|----------------------------------|--------------------------|-----------------------------|------------------------------------|
| Specially Designed Instruction Executive Function | Special Education Teacher | Special Education | 1 hour / 5x per week | 6/19/2022 – 6/18/2023 |
| Speech/Language Services | | | | |
| Related Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
| Transportation | | | | |
| Other BCBA consultation | BCBA | Special Education | 30 min per week | 6/19/2022 – 6/18/2023 |



SAS1 – Section 6

A statement of supplementary aids, services, modifications, and/or supports to be provided to the child.

[34 CFR 300.320\(a\)\(4\), \(a\)\(6\), \(a\)\(7\)](#)

MUSER IX.3.A(1)(d)

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

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

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

| A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel | | Location | Frequency | Duration Beginning/End Date |
|---|--|--|-----------------------------------|-----------------------------|
| Sensory Tool Kit Help Card Break Card Squishy First/Then Board | <input checked="" type="checkbox"/> Classroom Instruction | Special Education and General Education | As needed | 9/18/21-9/17/22 |
| | <input checked="" type="checkbox"/> Classroom Assessment | | | |
| | <input checked="" type="checkbox"/> District-wide Assessment | | | |
| | <input checked="" type="checkbox"/> State Assessment | | | |
| ILAP: Individual Language Acquisition Plan | <input checked="" type="checkbox"/> Classroom Instruction | Special Education and General Education | As needed | 9/18/21-9/17/22 |
| | <input checked="" type="checkbox"/> Classroom Assessment | | | |
| | <input checked="" type="checkbox"/> District-wide Assessment | | | |
| | <input checked="" type="checkbox"/> State Assessment | | | |
| Extra time quality over quantity with product frequent sensory breaks | <input checked="" type="checkbox"/> Classroom Instruction | Special Education and General Education | As needed | 9/18/21-9/17/22 |
| | <input checked="" type="checkbox"/> Classroom Assessment | | | |
| | <input type="checkbox"/> District-wide Assessment | | | |
| | <input type="checkbox"/> State Assessment | | | |
| Read Aloud/Human Reader for directions, questions/items, and response items, NWEA reading | <input type="checkbox"/> Classroom Instruction | Special Education | During NWEA Reading window | 9/18/21-9/17/22 |
| | <input type="checkbox"/> Classroom Assessment | | | |
| | <input checked="" type="checkbox"/> District-wide Assessment | | | |
| | <input checked="" type="checkbox"/> State Assessment | | | |

“Other” could include collaboration and recommendations from related service providers that are not directly related to an annual IEP goal (For example, manipulation of the child’s environment or instructional materials)
- Procedural Manual pg. 27

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

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

| A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel | | Location | Frequency | Duration Beginning/End Date |
|--|---|--------------------------------------|------------------|--|
| | <input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment | | | |
| | <input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment | | | |
| Regular Education Teacher/Occupational Therapist Collaboration | <input checked="" type="checkbox"/> Other | General Education Setting | As Needed | 11/14/2022- 11/13/2023 |

**Discussion of progress and accommodations is not consultation.
 This should be documented in Section 6 as an accommodation.**

ALT1 – Section 6

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

[34 CFR 300.320\(a\)\(6\)\(ii\)](#)
MUSER IX.3.A(1)(f)(ii)

Section 6B

B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A (1)(f)(ii)(I) & (II))

- ☒ Yes, the child meets qualifications outlined in the Participation Decision Flowchart.
 - If yes, include an explanation: **The IEP Team used the participation decision flowchart to determine that given the students need for extensively adapted materials and consistently high levels of support, the alternate assessment is the correct choice.**
- ☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.
- ☐ Not applicable.

➤ If 'Yes', there is an explanation

ALT2 – Section 6 and Section 5

If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives aligned to the Alternate Academic Achievement Standards (AA-AAAS).

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

[34 CFR 300.320\(a\)\(2\)\(ii\)](#)

MUSER IX.3.A(1)(a)(iii)

ALT2 – Section 5

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

Lily is currently able to participate in conversations (including but not limited to: eye contact with the speaker, use of text to speech device), and express her own thoughts in 5 out of 10 opportunities per week.

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

Progress:

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

By November 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 8 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

Objective(s) required? ☒ Yes ☐ No

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

By February 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 6 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

By May 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 7 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

SVC2 – Section 7

A statement of the special education and related services to be provided.

[34 CFR 300.320\(a\)\(4\), \(a\)\(6\), \(a\)\(7\)](#)

MUSER IX.3.A(1)(d)

Section 7: Special Education and Related Services

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

| Special Education Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
|---------------------------------|----------------------|----------|-----------|------------------------------------|
| Specially Designed Instruction | | | | |
| Speech/Language Services | | | | |
| Consultation | | | | |
| Tutorial Instruction | | | | |
| Extended School Year | | | | |
| Related Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
| Speech/Language Services | | | | |
| Occupational Therapy | | | | |
| Physical Therapy | | | | |
| Social Work Services | | | | |
| Nursing Services | | | | |
| Behavioral Health Day Treatment | | | | |
| Transportation | | | | |
| Other | | | | |

**Child's needs drive services and their frequencies
not the school or program schedule.
 These services and frequencies should be individualized.**

Section 7: Special Education and Related Services

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

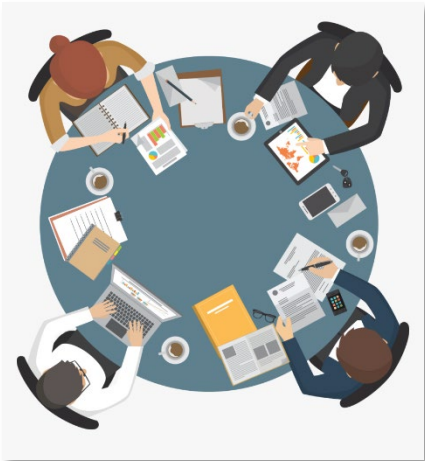
| Special Education Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
|--------------------------------|--|--|--|--|
| Specially Designed Instruction | MUST FILL - Certified special educators or licensed related service providers are positions responsible | MUST FILL - Special Education Setting, General Education Setting, or Special Education/General Education Setting Location | MUST FILL - Minutes, hours, weekly, daily, or monthly | MUST FILL |
| Speech/Language Services | | | | |
| Consultation | | | | |
| Tutorial Instruction | | | | |
| Extended School Year | | | | Adjust dates to reflect duration of ESY |
| Related Services | | | | Duration Beginning and End Date |
| Speech/Language Services | | | | MUST FILL |
| Occupational Therapy | | | | |
| Physical Therapy | | | | |
| Social Work Services | | | | |
| Nursing Services | | | | |
| Transportation | | | | |
| Other | | | | |

Speech/Language services are a direct special education service when:

1. The child is a child with a Speech/Language impairment (solely or as a part of a Multiple Disability)
2. The child is a child with Autism and Speech/Language services are the child's only service.

Consultation is to ensure that skills developed in a previously more restrictive setting (SDI) are being carried over into a less restrictive setting (general education setting).

It is specific to student goals and should be documented in the goal itself. *“Given consultation, child will...”* or *“Given specially designed instruction and consultation child will...”*



Discussion of progress and accommodations is *not* consultation.

This should be documented in Section 6 as an accommodation.

SVC4 – Section 7 and Provider Schedules

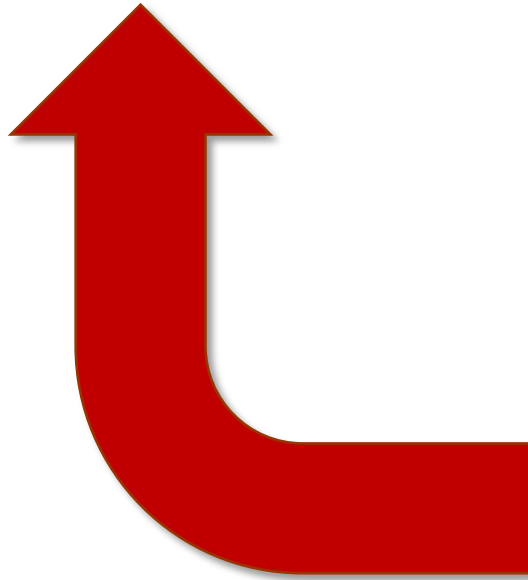
Evidence that special education and related services that are identified on the IEP are being provided.

34 CFR 300.320(a)(4)

MUSER IX.3.A(1)(d)

SVC4 – Section 7 and Provider Schedules

| Service Provider: | | | | | Type of Service Provided (e.g., SDI, Speech/Language, OT, etc.): | | | | | |
|-------------------|--|---|-----------------------------------|--|--|-----------------------------------|--|---|-----------------------------------|--|
| Student Name | Frequency of service required as stated on service grid of IEP | Total frequency of services provided Week 1 | Reason for missed services Week 1 | Frequency of make-up time for missed services Week 1 | Total frequency of services provided Week 2 | Reason for missed services Week 2 | Frequency of make-up time for missed services Week 2 | Total frequency of services provided Week 3 | Reason for missed services Week 3 | Frequency of make-up time for missed services Week 3 |
| Example: S. Smith | 60 min/wk | 0 min | Holiday | 0 min | 0 min | Crisis Placement | 0 min | 60 min | NA | 0 min |
| Example: C. Jones | 120 min/mo | 30 min | NA | 0 min | 0 min | Student Absent | 0 min | 45 min | NA | 15 min |
| | | | NA | | | NA | | | NA | |
| | | | NA | | | NA | | | NA | |
| | | | NA | | | NA | | | NA | |



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

| Special Education Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
|--------------------------------|------------------------------------|-----------------|----------------------------|--|
| Specially Designed Instruction | | | | |
| Reading Fluency | Educational Technician | | 30 minutes per week | 11/2/2022 – 11/1/2023 |
| | | | | |
| Speech/Language Services | | | | |
| Consultation | | | | |
| Tutorial Instruction | | | | |
| Extended School Year | Educational Technician | | 4 hours per day | 9/5/2022 – 9/4/2023 |
| Related Services | Position Responsible | Location | Frequency | Duration Beginning and End Date |
| Speech/Language Services | Speech/Language Pathologist | | 60 minutes per week | 9/5/2022 – 9/4/2023 |
| Occupational Therapy | Occupational Therapist | | 30 minutes per week | 9/5/2022 – 9/4/2023 |
| Physical Therapy | | | | |
| Social Work Services | | | | |
| Nursing Services | | | | |
| Transportation | | | | |
| Other | | | | |

LRE1 – Section 8

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.

[34 CFR 300.114\(a\)\(2\)](#)

MUSER IX.2.B

Section 8: Least Restrictive Environment

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” MUSER [20 USC 1412(a)(5) and 34 CFR 300.114]

LRE3 – Section 8

Percentage of time with same age peers is recorded.

[34 CFR 300.320\(a\)\(5\)](#)

MUSER IX.2.B

LRE3 – Section 8

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)

What percentage of time is this child with non-disabled children?

General Education Setting

Special Education Setting

More than or equal to
10 hours

Less than 10 hours

Total # of hours:

☐
☐

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

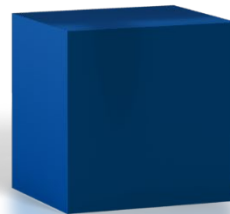
FOR K-12 ONLY

What percentage of
time is this child with
non-disabled children?

73%

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

Sammy's Other Health Impairment due to ADHD is to such a degree that he requires individual and small group instruction in the special education environment.





All District IEP Trainings Scheduled

Tuesday 10/15/24 9 am-11:30 am

Let's talk about...

Transition Plans



TRA1 – AWN

For 9th grade children (or earlier, if appropriate): AWN of IEP meeting indicating that a purpose of the meeting is to consider post-secondary goals and transition services.

34 CFR 300.322(b)(2)(i)(A)

MUSER VI.2.H(b)(i)(I)

AWN – Purpose of the Meeting

Advanced Written Notice

- ✓ purpose of the meeting is checked on the AWN (Post-secondary goals and transition services)

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))

TRA2 – AWN

There is evidence that the child was invited to attend the IEP meeting.

34 CFR 300.321(b)(1)
MUSER VI.2.C(3)(c)

AWN – Child Invited to Meeting

Advanced Written Notice

- ✓ Child is invited to the meeting
- ✓ List as participant invited to the meeting

| | |
|-------------------------------------|-------------|
| Representative of outside agencies: | |
| Child or adult student: | Bill |
| CDS staff: | |

- ✓ Best practice is including them in the salutation e.g., “Dear Parent and Student”

| |
|--|
| Dear Mom, Dad, and Bill , |
| An IEP/IFSP Team meeting has been scheduled for: |

TRA3 – 9G, AWN and Parent Consent

There is evidence that an agency likely to be responsible for providing or paying for transition services was invited to attend the IEP meeting, to extent appropriate and with parent's (or adult child's) prior consent.

34 CFR 300.321(b)(3)
MUSER VI.2.C(3)(e)

AWN – Agency Invited with Parent’s PRIOR Consent

Advanced Written Notice

- ✓ if appropriate, a representative of any participating agency is invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority
- ✓ documented with Parental Consent to Invite Other Agencies to IEP Meetings-Postsecondary Goals & Transition Services

Section 9G

G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2))

What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.

- **Vocational Rehabilitation**

TRA3- 9G and AWN

To the extent appropriate, with the consent of the parents or the child who has reached age of majority, in implementing the requirements of (c) above, the **public agency must invite** a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

[34 CFR 300.321(b)(3)]

- Document parent consent or lack of consent using the Parental Consent to Invite Other Agencies form



Parental Consent to Invite Other Agencies to IEP Meetings Secondary Transition – Post-Secondary Goals and Transition Services

Maine Unified Special Education Regulations (MUSER VI(2)(c)(3)(e))

| | | | | |
|----------------------------------|--------|------------------|---------|--|
| 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:

Dear ,

An IEP team meeting will be scheduled for your child in the near future.

One of the purposes of the meeting will be to discuss your or your child's post-secondary goals, and address the transition services that support those goals. The following list identifies the agencies other than the school that we believe should be invited to this meeting, and the basic reasons why we feel it is important to invite them. **Please check the appropriate box (yes or no) indicating whether you give consent to invite each of the listed agencies to this meeting and sign below.**



| Agency to be invited (e.g., Voc. Rehab) | Reason (e.g., employment supports) | Consent | |
|--|---------------------------------------|---------|----|
| | | YES | NO |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

I understand the basic reason(s) for inviting the agencies listed above. I understand that my consent, if given, is voluntary. I further understand that this consent form is required for each meeting where post-secondary planning is discussed.

Parent/Guardian Signature

Date

Enclosures may be included within this document and recorded below:

| |
|--|
| |
|--|

TRA4 – WN

Post-Secondary goal(s) are updated annually.

34 CFR 300.320(b)

MUSER IX.3.A(1)(h)

WN – Post- Secondary goals updated

Written Notice

- ✓ Document/statement in the WN that the transition plan and post-secondary goals are being updated

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

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

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

The team reviewed and updated the transition plan and transition goals.

TRA5 – Section 9B

Post-secondary goal(s) are based on age-appropriate transition assessments.

34 CFR 300.320(b)(1)

MUSER IX.3.A(1)(h)(i)

Section 9B – Transition Assessments

Section 9B

- ✓ Document all transition assessments that have been completed
- ✓ Best practice is to include the year the assessment was provided

B. List of Transition Assessments Completed:

Informal student interview (2022)

Career interest inventory (2023)

Classroom observation (2023)

[Transition Assessment Resources](#)

TRA6a – Section 9D

IEP contains appropriate measurable post-secondary goals addressing education or training after high school.

34 CFR 300.320(b)(1)

Section 9D – Education/Training Goals

Section 9D

- ✓ Document the type of education and or training the child will receive in order to pursue their career choice

Education/Training Goal

After graduation, child's name, will education/training goal.

After graduation, Bill will attend a 4-year college or university to study marketing or receive on the job training to become a carpenter.

TRA6b – Section 9D

IEP contains appropriate measurable post-secondary goal addressing employment after high school.

34 CFR 300.320(b)(1)

MUSER IX.3.A(1)(h)(i)

Section 9D – Employment Goals

Section 9D

- ✓ Take the education or training goal and make a statement about employment
- ✓ Education/training and Employment goals should be in alignment

Employment Goal

After graduation, child's name, will employment goal.

After graduation, Bill will work in the field of marketing or as a carpenter.

TRA6c – Section 9D

IEP contains appropriate measurable post-secondary goal addressing independent living after high school.

34 CFR 300.320(b)(1)

MUSER IX.3.A(1)(h)(i)

Section 9D – Independent Living Goals

Section 9D

- ✓ Should be considered for all children, not just those with significant cognitive deficits

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

After graduation, Bill will access mental health supports in his community independently or with assistance from his parents.

TRA7 – Section 9E

Transition plan includes courses of study needed to assist the child in reaching post-secondary goals.

34 CFR 300.320(b)(2)

MUSER IX.3.A(1)(h)(ii)

Section 9E – Course of Study

Section 9E

- ✓ Indicate a multi-year high school plan (current year of high school to anticipated exit date)
- ✓ Align with and will enable the student to meet postsecondary goals

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.

2022-2023: English 9, Algebra1, World History 1, Ecology/Earth Science, Art, PE, Spanish

2023-2024: English 10, Geometry, U. S. History, Biology, Band, Spanish II, Health

2024-2025: English 11, Algebra II, World History II, Introduction to Business, Carpentry I

2025-2026: English 12, Financial Math, Independent Study (Intro. To Marketing), Carpentry II

TRA8 – Section 9F

IEP identified transition services needed to assist the child in reaching post-secondary goals.

34 CFR 300.320(b)(2)

MUSER IX.3.A(1)(h)(ii)

Section 9F – Transition Services

Section 9F

F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii))

Describe the activities provided by the adults in the school and in the community toward meeting annual and post-secondary goals. Include special education agencies, and services provided by families, as appropriate for the child and individualized.

Education/Instruction and Related Services:

- **Speech/Language services (2022-2023)**
- **Specially Designed Instruction (2023)**
- **Intro to Business class (2024)**
- **Carpentry I (2024)**

Career/Employment and Other Post-Secondary Adult Living Objectives:

- **Registering to vote**
- **Job site training**
- **Internship**
- **Filing taxes**
- **Accessing medical services**

Community Experiences:

- **Boy Scouts (2022-2024)**
- **Volunteer at animal shelter (2023)**
- **Currently employed with satisfactory employment evaluations (2022-2024)**

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

- **Primary caregiver for family dog (2022-2023)**
- **Maintaining home/chores**
- **Preparing meals**

- Should NOT include future services/activities
- Leave previous years services in this section
- Include at least one transition service for each; only if appropriate for daily living skills
- Best documented in a bulleted list

TRA9 – Section 9D and Section 5

IEP contains measurable annual goals related to the child's transition services identified in the IEP.

34 CFR 300.43(a)(2)

MUSER VI.2.C(3)(a)

Section 9D and Section 5 – Annual Goals

Section 9D to Section 5

- ✓ At least one annual goal in Section 5 that addresses the post-secondary goals

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

Bill is able to manage is anxiety by using learned techniques in 3 out of 10 opportunities.

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

Progress:

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

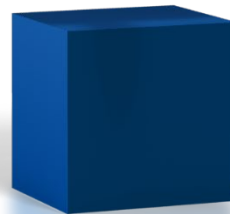
By September 2025, given social work services, Bill will work on managing his anxiety by using techniques learned during social work session in 8 out of 10 opportunities as measured by self-reporting and social work sessions.



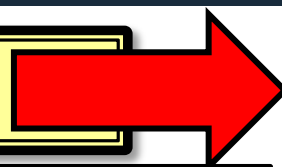
All District B-13 Trainings Scheduled

Thursday 10/31/24 9 am-11 am

Monday 5/12/25 1 pm-3 pm



For your onsite visit, please prepare the following:



- **All files from the self-assessment, including:**
 - 1 from each out of unit placement (SPPS, Regional Programs, MECDHH, AR Gould)
 - Variety of case managers, disability categories, schools, ages
- **Files for all students placed out of unit in the last 2 years**
- **10 IEPs and corresponding Written Notices (16 years or older, NO graduating seniors)**
- **Files from any students on an abbreviated school day**
- **10 initial referrals (K-12 only)**
 - Evidence of Procedural Safeguards upon referral
 - Signed Parental Consent
 - Completed evaluations and Written Notice from eligibility meeting
 - School calendar(s) that corresponds with referrals
 - Reason for delay for any that exceed regulatory timelines
- **Forms**
 - 3 Specific Learning Disability
 - 1 Speech/Language (3 if Pre-K Cohort 1)
 - 3 Adverse Effect
 - 3 files for students who have been dismissed or changed disability category
 - 3 Summary of Performance
- **ISPs for all parentally placed private school students**
- **Each service provider's schedule**
- **Letters of Authorization for each person to commit funds**
- **Discipline data – reasons for suspension and/or expulsion**

Out of Unit Placement

[34 CFR 300.325](#)

| <u>Finding</u> | <u>What</u> | <u>Where</u> |
|----------------|--|--------------|
| OOU2 | IEP Team documentation of program components of a placement to support the IEP developed 34 CFR 300.325(a)(1) MUSER IX.3.H | WN |
| OOU3 | 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 | AWN, WN |
| OOU5 | IEP review meeting within 30 days after placement MUSER IX.3.H | AWN, WN |
| OOU7 | Annual IEP review 34 CFR 300.325(b)(2) MUSER IX.3.I(2) | AWN, WN |
| OOU9 | Document discussion of reevaluation, if needed 34 CFR 300.303(b) MUSER V.1.B(2) MUSER IX.3.I(4) | AWN, WN |
| OOU12 | 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) | IEP, WN |

Eligibility Forms –

| <u>Finding</u> | <u>What</u> |
|----------------|---|
| FOT2 | Summary of Performance – Summary of Performance Quick Reference Checklist <ul style="list-style-type: none"> • Include summaries of academic and functional performance • Include recommendations for child action and accommodations for education, employment, training, and independent living (optional) <p>34 CFR 300.305(e)(3) MUSER VI.2.C(3)(g)</p> |
| FOT3 | Specific Learning Disability Eligibility Form – SLD Eligibility Form Quick Reference Checklist <ul style="list-style-type: none"> • Include verification with data • Include strengths and weaknesses • Team members must sign the document <p>34 CFR 300.306(b) 34 CFR 300.306(c)(1)(i) MUSER VII.2.L(2)</p> |
| FOT4 | Speech/Language Eligibility Criteria – Speech Language Eligibility Form Quick Reference Checklist <ul style="list-style-type: none"> • Include verification with data • Document the criteria(s) that documents adverse impact • Document and include all Severity Rating Scales <p>34 CFR 300.306(b) 34 CFR 300.306(c)(1)(i) MUSER VII.2.K(2)</p> |
| FOT5 | Form for Determination of Adverse Effect on Educational Performance – Adverse Effect Form Quick Reference Checklist <ul style="list-style-type: none"> • Include verification with data • N/A means Not Available <p>34 CFR 300.306(b) 34 CFR 300.306(c)(1)(i) MUSER VII.3</p> |

Eligibility and Related Forms

We have an Office Hour presentation from 9/28/22 that focused on the Eligibility Process and all related forms.

To access that recording and the corresponding PowerPoint, use the link below:

<https://www.maine.gov/doe/learning/specialed/pl/iep/referral>



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 the AWN or Written Notice 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) <p>34 CFR 300.301(c)(1)(ii) MUSER V.A(3)(a)</p> |

B12: Transition from Part C to Part B

| <u>Finding</u> | <u>What</u> |
|----------------|--|
| INRC | <ul style="list-style-type: none">• IEP was implemented before the child's 3rd birthday, or start of school year is summer birthday <p>34 CFR 300.124</p> |

Abbreviated Day

Abbreviated school day means any day that a child eligible under this chapter attends school or receives educational services for less time than age/grade peers without disabilities within the same school and/or school program.

(MUSER VI.2.L)

Abbreviated School Day does not apply to change in placement under Section XVII, Discipline of Children with Disabilities

(MUSER VI.2.L)

Abbreviated Day

We will only be looking at this IF you have students on an Abbreviated Day.

If you do not, please just let us know and this will not apply to you.



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 |

Here is a link to our
recorded training
on Abbreviated Day



[https://www.maine.gov/doe/learning/specialized/pl/office
hourarchives/abbreviatedday](https://www.maine.gov/doe/learning/specialized/pl/officehourarchives/abbreviatedday)



Notes about Timelines

✓ ALL B13 Screeners are due: **June 30, 2024**

Evidence can be submitted to:

monitoring.doe@maine.gov

Department of Education

Attention: Julie Pelletier

or

23 State House Station

Augusta, ME 04333-0023

Self-Assessments for November-December visits are due:
October 1, 2024

Self-Assessments for April-May visits are due:
March 1, 2025

Links for the self-assessments were provided in the June email

All other items will be reviewed when we come onsite

Notes about Timelines

- Pre-Findings will be issued the Friday after your site visit. You have one month to submit evidence of correction of Pre-Findings.
- Pre-Findings are areas that are not an indication of systemic non-compliance.
- Correction of Pre-Findings can result in 100% compliance in that area and, therefore, keep it off your CAP.
- Correction of Pre-Findings is OPTIONAL.
- You will also have one month to correct any Abbreviated Day findings. This is not optional and will result in a Prong II CAP finding.

Notes about Timelines

For visits that take place **November-December**

- CAP will be issued January 31, 2025
- CAP will be due November 30, 2025

For visits that take place **April-May**

- CAP will be issued June 30, 2025
- CAP will be due April 30, 2026

CAP Evidence Submission

Child Specific– Correction to non-compliance from files reviewed during onsite visit and are included on the EMT. The number of child specific submissions are based on the instances of non-compliance. Federal regulations require correction of each instance of non-compliance.

Systemic – Evidence of systemic change from files **not included** in the Self-Assessment and onsite visit and were not included on the EMT. The number of systemic submissions are based on % compliance.

Let's look at the Self-Assessment Microsoft Form

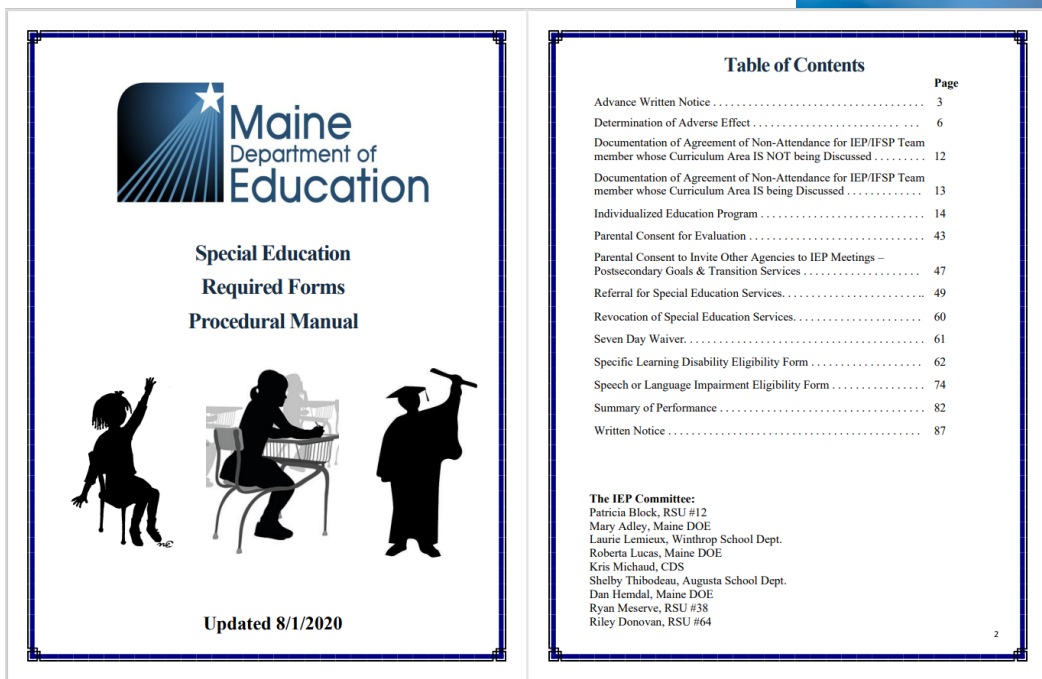


Resources



Resources

Procedural Manual



Resources

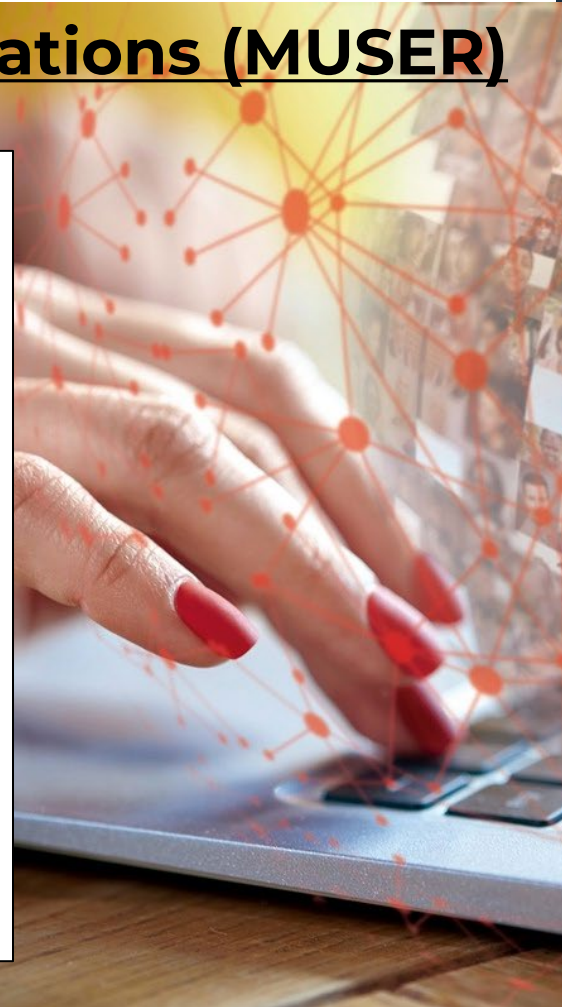
Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty-Two

Effective Date: July 26, 2024



Resources

2024-25 Cohort IEP Quick Reference Document

*Compliance
*Best Practice



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site:

Date IEP Sent to Parent:

FOT7- Compliance:

☐ Date sent to parent is \leq 21 school days from Annual Date of IEP Meeting

1. CHILD INFORMATION

| | |
|---|--|
| Child's Name: | Annual Date of IEP Meeting: |
| Date of Birth: | Duration of the IEP: |
| Age: | Date of Next Annual IEP Meeting: |
| Grade: | FOT8- Compliance: |
| | <input type="checkbox"/> Date of next annual is within 364 days of annual meeting date |
| School/Program: | Date of Re-Evaluation: |
| Parent/Guardian Name: | Date(s) of Amended IEP: |
| Child's Address: | Case Manager: |
| City, State, ZIP: | |
| State Agency Client? <input type="checkbox"/> YES <input type="checkbox"/> NO | |

2. DISABILITY

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

Compliance:

☐ Only one disability checked, unless Multiple Disability is checked

☐ If Multiple Disability is checked, all disabilities making up the multiple are checked

Resources



[Professional Development Calendar](#)



[Link for Recordings and Power Points](#)



[Special Education Resources](#)



[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)

2024-25 Professional Development Schedule

| <u>DATE</u> | <u>TOPIC/DESCRIPTION</u> | <u>REGISTRATION LINK</u> |
|--------------------|--|---|
| Wednesday 9/11/24 | Resources | Resources Registration Link |
| Wednesday 9/25/24 | IEP Essentials for New Teachers | IEP Essentials for New Teachers Registration Link |
| Friday 10/9/24 | Alignment | Alignment Registration Link |
| Tuesday 10/15/24 | All District IEP Training | All District IEP Training Registration Link (10/15/24) |
| Wednesday 10/23/24 | Advanced Written Notice and Written Notice | AWN & WN Registration Link |
| Thursday 10/31/24 | All District B13 Training | All District B13 Transition Training Registration Link (10/31/24) |
| Wednesday 11/13/24 | Inclusion Presented by: Tracy Whitlock | Inclusion Registration Link |
| Wednesday 12/11/24 | How Community Case Managers Can Help IEP Teams Presented by: KVBH | How Community Case Manager Can Help the IEP Team Link |

2024-25 Professional Development Schedule (cont.)

| <u>DATE</u> | <u>TOPIC/DESCRIPTION</u> | <u>REGISTRATION LINK</u> |
|-------------------|---|---|
| Wednesday 1/8/25 | Alternate Assessments Guest Speaker: Jodi Bossio-Smith | <u>Alternate Assessment Registration Link</u> |
| Wednesday 1/22/25 | Compliant versus Good IEPs Developing a Strong IEP Part 1 | <u>Compliant vs Good IEPs Part 1 Registration Link</u> |
| Wednesday 2/12/25 | Compliant versus Good IEPs Developing a Strong IEP Part 2 | <u>Compliant vs Good IEPs Part 2 Registration Link</u> |
| Wednesday 2/26/25 | Accommodations and Services | <u>Accommodations & Services Registration Link</u> |
| Wednesday 3/12/25 | Transition from CDS to Public School Guest Speaker: Lori Whittemore | <u>Transition from CDS to Public School Registration Link</u> |
| Wednesday 3/26/25 | Abbreviated Day | <u>Abbreviated Day Registration Link</u> |
| Wednesday 4/9/25 | Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri | <u>Special Education Law for General Education Teachers Registration Link</u> |
| Monday 5/12/25 | All District B13 Transition Training | <u>All District B13 Transition Training Registration Link (5/12/24)</u> |
| Wednesday 5/14/25 | Forms | <u>Forms Registration Link</u> |
| Friday 5/28/25 | Discipline & Manifestation Determination | <u>Discipline & Manifestation Determination</u> |

Professional Learning Feedback and Contact Hour Form.

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>





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**thank
you!**



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