

Please put the following in the Chat Box:

1. Name, School and/or District and Role
2. Any words from this visual that jumped out at you





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/specialservices/professionallearning>



MAINE DEPARTMENT
OF EDUCATION

Office Hours – *Resources*

9/11/2024

Presented by: Supervision, Monitoring and Support Team



Supervision, Monitoring and Support Team



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Changes 23-24 Cohort --> 24-25 Cohort

Findings removed from the 23-24 Cohort to the 24-25 Cohort

APG3 – Academic present level

SBG1 – Academic alignment-goal>present level>gap

FDP3 – Functional present level

FDP4 – Functional alignment-goal>present level>gap

SVC1 – Alignment-service>goal

DIB1 – Disability alignment

APG5 – Academic annual progress

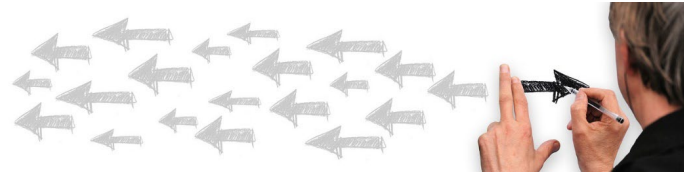
FDG2 – Functional annual progress

OOU1 – IEP meeting to develop IEP prior to out-of-unit placement

FOT3A – Written Notice documentation of completed SLD eligibility form

FOT4A – Written Notice documentation of completed Speech/Language eligibility form

FOT5A – Written Notice documentation of completed Adverse Effect eligibility form



****if these were findings on your CAP they will be marked as completed and require no evidence submitted**

Changes 23-24 Cohort --> 24-25 Cohort

Findings added to the 24-25 Cohort

FOT7 – IEP sent to parent within 21 school days

FOT8 – IEP Team meets annually

CIM1 – Consideration of Special Factors

SVC4 – Services are provided according to IEP

LRE3 – Least restrictive environment-percentage



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**.



SPECIAL SERVICES & INCLUSIVE EDUCATION



Includes links to:

- Child Development Services
- IDEA Supervision, Monitoring and Support
- Effective Dispute Resolution and Legal Resources
- Special Projects for Inclusion
- IDEA Data and Reporting
- Funding and Fiscal Accountability

SPECIAL SERVICES & INCLUSIVE EDUCATION



Includes links to:

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Resources



SAU Resources for Supervision, Monitoring & Support

[Meet the Team](#) - The Maine DOE Supervision, Monitoring, & Support team is here to answer questions and assist schools & educators with special education information.

[Professional Learning](#)

[Monitoring Process](#)

[Resources](#)

[Federal Requirements](#)

Resources



SAU Resources for Supervision, Monitoring & Support

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[Professional Learning](#)

[Monitoring Process](#)

[Resources](#)

[Federal Requirements](#)

How are the Resources Organized?

Laws and Regulations

Quick Reference Checklists

Information Sheets

SAU & CDS Resources

Regional Program Resources

Resources

Special Services SAU & CDS, Checklists, & Regional Program Resources

Show 10 entries

Search:

Title	Category
2024-2025 Sample CDS Self-Assessment Form	SAU & CDS Resources
2024-2025 Sample Self-Assessment Form	SAU & CDS Resources
Abbreviated Day	Information Sheets
Adverse Effect Form	Quick Reference Checklists
Cohort Instruction Email	SAU & CDS Resources
Communities Without Schools	Information Sheets
Disciplinary Removals	Information Sheets
Extended School Year v. Year-Long Programming Documentation Requirements	SAU & CDS Resources
IEP Quick Reference Checklist	Quick Reference Checklists
Initial Evaluation Timeline	Information Sheets

Click to sort by
category

Showing 1 to 10 of 26 entries

Previous

1

2

3

Next

Resources

Special Services SAU & CDS, Checklists, & Regional Program Resources

Show 10 entries

Search:

Title	Category
Least Restrictive Environment	Information Sheets
Letter of Notification	Regional Program Resources
Letter of Notification - CDS	SAU & CDS Resources
Letter of Notification - CWS	SAU & CDS Resources
Letter of Notification - SAU	SAU & CDS Resources
Parentally-Placed Students	Information Sheets
Regional Program Approval Grid	Regional Program Resources
Sample IEP Meeting Checklist	Information Sheets
Sample Teacher IEP Input Form	Information Sheets
Specific Learning Disability Eligibility Form	Quick Reference Checklists

Showing 11 to 20 of 26 entries

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Resources

Special Services SAU & CDS, Checklists, & Regional Program Resources

Show entries

Search:

Title	Category
Speech Language Eligibility Form	Quick Reference Checklists
Summary of Findings and Corrective Action Plan Letter	SAU & CDS Resources
Summary of Performance	Quick Reference Checklists
Task Timeline	Information Sheets
Transition Assessments & Resources	Quick Reference Checklists
Written Notice	Information Sheets

Showing 21 to 26 of 26 entries

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2

3

Next

Today's Focus

Laws and Regulations	Procedural Manual Maine Unified Special Education Regulations - MUSER
Quick Reference Checklists	IEP Eligibility Forms
Information Sheets	Abbreviated Day Communities without Schools Disciplinary Removals Initial Evaluation Timeline Least Restrictive Environment Parentally Placed Students Sample IEP Meeting Checklist Sample Teacher IEP Input Form Task Timeline Written Notice
OTHER	Alternate Standards

Procedural Manual



**Special Education
Required Forms
Procedural Manual**



Updated 8/1/2020

Procedural Manual

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Procedural Manual

Procedural Manual | Department of Education
(maine.gov)

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



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.

MUSER

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05-071 Chapter 101, Maine Unified Special Education

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

[Regulation Framework for New Chapter 101 \(maine.gov\)](http://maine.gov)

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:

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

School/Program:

Parent/Guardian Name:

Child's Address:

City, State, ZIP:

Date of Re-Evaluation:

Date(s) of Amended IEP:

Case Manager:

State Agency Client? ☐ YES ☐ NO

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:

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1. CHILD INFORMATION

Child's Name:

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Age:

Grade:

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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

IEP Quick Reference Document

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



IEP Quick Reference Document

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

Child's Name:

Date of Birth:

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

CIM1- Compliance:

- ☐ Each question is answered
- ☐ If yes, addressed in IEP with goals, services, and/or accommodations

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	<input type="checkbox"/> YES <input 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 type="checkbox"/> NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Is the child deaf or hard of hearing?	<input type="checkbox"/> YES <input type="checkbox"/> NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input type="checkbox"/> NO
H. Does the child have academic needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO

IEP Quick Reference Document

Child's Name:

Date of Birth:

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)):

- ☐ **Best Practice: Present level is baseline data for the corresponding goal**
- ☐ **Best Practice: Avoid a range of data (60-70%) and subjective words e.g., sometimes, often, seems to, etc.**

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

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

Progress:

SBG3- Compliance:

- ☐ **Must be measurable**
- ☐ **Must include measurement data**
- ☐ **Cannot be specific curriculum or standard scores**
- ☐ **Best Practice: Focus goal on specific skill deficits e.g., fluency, comprehension, addition/subtraction**
- ☐ **Best Practice: Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, running records, work samples**

SBG4- Compliance:

- ☐ **Compliance: Cite standard**
- ☐ **Can be Common Core, Maine Learning Results, Guiding Principles and/or district adopted standards**

SBG5- Compliance:

- ☐ **Every goal needs to be aligned to a service in Section 7**

Objective(s) required? ☐ Yes ☐ No

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

ALT2- Compliance:

- ☐ **If the child participates in the Alternate Assessment, their academic goals MUST have objectives.**

IEP Quick Reference Document

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				
Transportation				
Other				

SVC2- Compliance:

- ☐ 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)
- ☐ Best Practice: Every service in Section 7 needs to align to a goal in Section 5, including consultation

SVC4- Compliance:

- ☐ All services are found on service provider schedules

IEP Quick Reference Document

Special Services – IEP Quick Reference Checklist 24-25 –
7.29.2024.pdf (maine.gov)

Adverse Effect Eligibility Form

Quick Reference Document



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

☐ Document reason for use of form

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

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

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

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

* N/A=not available

Entire Form

- ☐ Must fill; no blank boxes/areas
- ☐ Check the correct box (Yes, No or N/A)

All Verification

- ☐ Must include data source (evaluation/assessment) and data (scores)
- ☐ Needed if question is checked Yes or No

Child's Name:

Date:

	Yes	No	N/A*
1. Do standard or percentile scores on nationally-normed, individually-administered achievement test(s), or for children ages 3 to 5, appropriate multi-domain nationally-normed test(s) or rating scale(s), demonstrate adverse effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification: Examples of data sources: 3-5 yo: WPPSI, ADOS K-12: WJ, WIAT, OWLS, GORT, Test of Word Reading Efficiency			
2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum-based measures, demonstrate adverse effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification: Examples of data sources: NWEA, PSAT, SAT			
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: 3-5 yo: ABAS, CDS Eligibility Observation Summary K-12: Vinland scores, ABAS scores, academic grades, reports by parents 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification: Examples of data sources: 3-5 yo: AEPS, HighScope Child Observation Record K-12: Maine Through Year Assessment, NWEAs, writing prompts, curriculum-based measures (DRA, DIBELS, Everyday Math, AIMSweb, curriculum unit tests)			

Adverse Effect Eligibility Form **Quick Reference Document**

[Special Services – Adverse Effect Quick Reference Checklist](#)
[24-25 – 7.1.2024.pdf \(maine.gov\)](#)

**Please Note: All Eligibility Forms will be updated
to reflect Compliance versus Best Practice.**

Specific Learning Disability Eligibility Form

Quick Reference Document



Specific Learning Disability Eligibility Form

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

Date of Meeting:			SAU:	
Child's Name:			School:	
Date of Birth:	Grade:		School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Specific Learning Disability definition (MUSER VII.2.L):

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

Part A: Qualifying Considerations

1. ☐ Must fill
☐ Check the correct box (Y/N)

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

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

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

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

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

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

Verification:

☐ Must include data source (evaluation/assessment) and data (scores)

☐ Needed if question is checked Yes or No

Child's Name:

Date:

2. ☐ Must fill
☐ Check the correct box (Y/N)

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

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

Verification:

- ☐ Identify the methodologies, not the results of general education interventions
- ☐ Consider attendance
- ☐ Consider teacher appropriate certification
- ☐ Culturally and linguistically, include instruction consistent with assessments used to measure academic achievement
- ☐ Needed if question is checked Yes or No

In making this determination, the Team must:

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

If the answer to Question 2 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Provide information supporting that determination in the area below marked "Verification" and proceed to Question 8.

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

Specific Learning Disability Eligibility Form Quick Reference Document

[Special Services – Specific Learning Disability Quick Reference Checklist 24-25 – 7.1.2024.pdf \(maine.gov\)](#)

Please Note: All Eligibility Forms will be updated to reflect Compliance versus Best Practice.

Speech/Language Eligibility Form

Quick Reference Document



Speech or Language Impairment Eligibility Form

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

Date of Meeting:		SAU:	
Child's Name:		School:	
Date of Birth:	Grade:	School Phone:	
Parent/Guardian Name:		School Address:	
Parent/Guardian Address:		City, State Zip:	
Parent/Guardian City, State Zip:		School Contact:	

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

- ☐ **Must fill**
- ☐ **Check the correct box (Y/N)**
- ☐ **IEP Team must first complete the four severity rating scales that follow**
- ☐ **Sources of verification:** standardized assessments, language samples, checklists, criterion-referenced assessments, rating scales
- ☐ **Verification needed if question is checked Yes or No**
- ☐ **If No due to checking "No Assessment Needed" on Severity Rating Scale, verification should indicate: "Not an area of suspected disability"**

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

Child's Name:	Date:
Verification:	

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

5. Does a speech or language impairment exist?	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Must fill		
<input type="checkbox"/> Check the correct box (Y/N)		
6. Does the child's speech or language impairment adversely affect his/her educational performance?	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>

Verification:
<input type="checkbox"/> Must fill; check box and verification
<input type="checkbox"/> Check the correct box (Y/N)
<input type="checkbox"/> Sources of data may include: classroom grades, child work products, measures of attainment of literacy standards, scores on standardized tests of academic achievement (including reading comprehension scores), teacher and parent reports, evidence of functional communication skills, evidence of social cognitive strengths and social pragmatics, records of attendance, disciplinary evidence or behavior rating scales, and observations or ratings of social/emotional functioning

If the answer to Question 6 is YES, go to Question 7. If NO, the child does not qualify as a child with a speech or language impairment.

7. If there is a speech or language impairment , the impairment is of such nature and degree that [check one and summarize the basis for that selection in the area marked "Verification"]:
<input type="checkbox"/> a. the child requires special education.
<input type="checkbox"/> b. it can be adequately addressed through general education interventions and/or accommodations.
Verification:
<input type="checkbox"/> Check the correct box (a/b)
<input type="checkbox"/> Must fill; check box and verification

If the box in question 7(a) is checked, the child qualifies as a child with a speech or language impairment. If the box in question 7(b) is checked, the child does not qualify as a child with a speech or language impairment.

- ☐ **Document and include all severity rating scales**

Speech/Language Eligibility Form Quick Reference Document

[Special Services – Speech Language Quick Reference Checklist
24-25 – 7.1.2024.pdf \(maine.gov\)](#)

**Please Note: All Eligibility Forms will be updated
to reflect Compliance versus Best Practice.**

Information Sheet – Abbreviated Day

MUSER – Abbreviated Day

- **Abbreviated school day (page 3)** – 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 X.2.A(4) – Tutorial Instruction (page 114)**
 - Tutorial instruction is to be used in conjunction with abbreviated school day (Section VI.2.L) or Discipline of Children with Disabilities (Section XVII), but in no other circumstances.
- **MUSER VI.2.L - Abbreviated School Day (page 69-71)**
 - **Does not apply to change in placement under Section XVII, Discipline of Children with Disabilities**
 - Initiated only by the IEP team for one of two reasons:
 - The child's individual educational needs
 - The child's individual medical needs
 - Abbreviated school day for more than 10 days is considered change of placement and can be made only by the IEP team.
 - Based on educational needs, IEP team must:
 - Address how the student will access general curriculum and IEP services
 - Address how student will participate in assessments
 - Develop revised IEP
 - re-entry plan – no longer than 45 calendar days
 - actions the SAU will take to assist the child participate in a full day of school
 - Document basis for abbreviated day in WN
 - If student does not return to full day within 45 calendar days
 - IEP team must reconvene every 20 school days
 - Review progress toward return
 - Review progress in education setting
 - Determine what setting will allow the student to progress
 - Based on medical needs, IEP team must:
 - Consider medical needs identified by qualified medical professional(s)
 - Address how the student will access general curriculum and IEP services
 - Address how student will participate in assessments
 - Document basis for abbreviated day in WN
 - IEP team must meet at least every 90 calendar days
 - Review progress and amend IEP as necessary
 - IEP team reconvenes when student is medically able to increase school day

Abbreviated Day - Educational

Finding	What	Where
ADWN	Basis of Abbreviated Day – Educational or Medical Only	WN
ADLR	LRE Percentage is based on full school day	IEP 8
ADE1	How the student will access curriculum and IEP services	IEP 6&7, WN
ADE2	How the student will access assessments	IEP 6, WN
ADE3	Revised IEP including: ➢ Re-entry plan – no longer than 45 calendar days ➢ Actions the SAU will take to assist the child to participate in full day	IEP, WN
ADE4	If more than 45 calendar days, IEP team must convene every 20 school days	AWN, WN
ADE5	Documentation that 20-day meeting addresses the following: ➢ Review progress toward return ➢ Review progress in education setting ➢ Determine what setting will allow the student to progress	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

Finding	What	Where
ADWN	Basis of Abbreviated Day – Educational or Medical Only	WN
ADM1	How the student will access curriculum and IEP services	IEP 6&7, WN
ADM2	How the student will access assessments	IEP 6, WN
ADM3	Team must meet every 90 calendar days to review progress and amend IEP as necessary	AWN, IEP, WN
ADM4	IEP Team reconvenes when student is medically able to increase school day	AWN, WN

Information Sheet – Abbreviated Day

[Abbreviated Day Fun Facts.pdf \(maine.gov\)](#)

Abbreviated Day Webinar	Special Services Office Hours - Abbreviated Day (10/11/23) (youtube.com)
Corresponding Abbreviated Day PowerPoint	Microsoft PowerPoint - 10.11.2023 Abbreviated Day.pptx (maine.gov)

Information Sheet – Initial Evaluation Timeline

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**.

Information Sheet – Initial Evaluation Timeline

[PowerPoint Presentation \(maine.gov\)](#)

Information Sheet – IEP Meeting Checklist

Before the Meeting	During the Meeting	After the Meeting
<p>Choose several IEP dates/times</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check with admin., teachers, etc. before speaking to parents <input type="checkbox"/> Call/email parents to schedule meeting with selected dates/times ready <input type="checkbox"/> Document dates you contacted parents _____ <input type="checkbox"/> Determine set day and time and share it with the IEP Team 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction of team members <input type="checkbox"/> Review rights and procedural safeguards <input type="checkbox"/> Purpose of meeting <input type="checkbox"/> Share concerns <input type="checkbox"/> Review current IEP-Goals/Programming/Assessment data 	<p>Finalize Written Notice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mail home ideally within 3 days to provide at least 7 days prior notice of proposed or refused actions
<p>IEP Invite</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mail home IEP invite (Advance Written Notice) to parents <input type="checkbox"/> This must be sent at least 7 days prior to the scheduled IEP Meeting <input type="checkbox"/> Include Enclosures e.g., Procedural Safeguards, Evaluations 	<p>Reevaluation (if appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review evaluations <input type="checkbox"/> Determine eligibility <input type="checkbox"/> Complete eligibility form as Team 	<p>Finalize IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Send home a copy within 21 school days of the IEP meeting
<ul style="list-style-type: none"> <input type="checkbox"/> Send out teacher input form 	<p>Transition (starting in 9th grade or year turning 16, whichever comes first)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals <input type="checkbox"/> Transition services 	<p>File documents</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advance Written Notice, Written Notice, IEP and any other documents filed in student file <input type="checkbox"/> Keep a copy of the new IEP for your records
<p>Review the current IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review current progress monitoring data <input type="checkbox"/> Are the IEP goals still appropriate and/or realistic? 	<p>Determine components of IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengths and skill gaps <input type="checkbox"/> Present levels-baseline data of skill gaps <input type="checkbox"/> Measurable annual goals <input type="checkbox"/> Accommodations/modifications for instruction and assessment <input type="checkbox"/> Participation in state and district wide assessments and how they are assessed <input type="checkbox"/> Services needed <input type="checkbox"/> Placement (Least Restrictive Environment-LRE) 	<p>Update tools for implementation of the IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data sheets <input type="checkbox"/> Create necessary materials <input type="checkbox"/> Instructional practices
<p>Draft the new IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write proposed goals <input type="checkbox"/> Write proposed updated behavior intervention plan (if applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine ESY eligibility 	<ul style="list-style-type: none"> <input type="checkbox"/> Share updated IEP and/or accommodations with teachers or special area teachers that will have an impact in their classroom

Information Sheet – IEP Meeting Checklist

[PowerPoint Presentation \(maine.gov\)](#)

Academic Standards

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](#)
[\(youtube.com\)](#)

Professional Development Schedule

2024-25 Special Services Professional Development Schedule

Special Services Office Hours: 2nd and 4th Wednesday of the Month

(Some months may vary due to holidays)

Open Q&A will now be offered at the end of each PD session

To register for any of the professional development sessions listed below, please click on the registration links provided.

(You may also visit our Professional Development Calendar at: <https://www.maine.gov/doe/calendar>)

All professional development training sessions will be recorded.

Recordings can be found at: <https://www.maine.gov/doe/learning/specialed/pl>

CONTACT HOURS WILL BE OFFERED FOR ALL PD OPPORTUNITIES

This schedule is subject to change without notice – All changes will be updated on the calendar when possible

<https://www.maine.gov/doe/specialservices/professionallearning>

Resources for Professional Learning

Use the search bar to find resources within a specific category or topic area to filter content.

Show 10 entries

Search:

Title	Date	Category	Link	Link
Federal Indicators	3/22/2023	Miscellaneous	YouTube	Slides
Full B13 Transition Training	5/2/2024	Transition Training	YouTube	Slides
Full IEP Training	5/2/2024	IEP Training	YouTube	Slides
Goal Writing for Related Service Providers	5/8/2024	IEP & Forms	YouTube	Slides
IEP Meeting Essentials	4/24/2024	IEP & Forms	YouTube	Slides
IEP Sections 6 / 7 / 8	12/14/2022	IEP Training	YouTube	Slides
Inclusion for All: How to Support All Learners through UDL & MTSS	1/5/2023	Special Topic Series	YouTube	Slides Resources
Indicator B13 (IEP Section 9F)	3/23/2022	B13 Training Components	Youtube	Slides
Least Restrictive Environment	3/13/2024	IEP & Forms	YouTube	Slides
Leveraging Student Strengths: Neurodiversity & Mathematics	2/1/2023	Special Topic Series	YouTube	Slides Resources

Showing 21 to 30 of 54 entries

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We are currently working to update our Professional Learning Page.

<https://www.maine.gov/doe/specialservices/professionallearning>

Professional Development Schedule

Wednesday, 9/11/24	Resources
Wednesday, 9/25/24	IEP Essentials for New Teachers
Wednesday, 10/9/24	IEP Alignment
Tuesday, 10/15/24	STATEWIDE IEP TRAINING
Wednesday, 10/23/24	Advanced Written Notice and Written Notice
Thursday 10/31/24	STATEWIDE B13 TRANSITION PLANNING TRAINING
Wednesday, 11/13/24	Inclusionary Practices
Wednesday, 12/11/24	How Community Case Managers Can Help the IEP Team
Wednesday, 1/8/25	Alternate Assessments

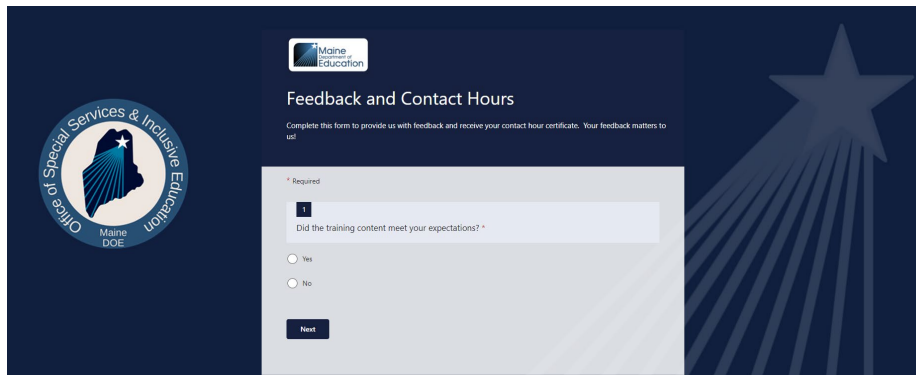
Professional Development Schedule

Wednesday, 1/22/25	Compliant versus Good IEPs: Developing a Strong IEP Part 1
Wednesday, 2/12/25	Compliant versus Good IEPs: Developing a Strong IEP Part 2
Wednesday, 2/26/25	Accommodations and Services
Wednesday, 3/12/25	Transition from CDS to Public School
Wednesday, 3/26/25	Abbreviated Day
Wednesday, 4/23/25	NO OFFICE HOURS – VACATION
Monday, 5/12/25	STATEWIDE B13 TRANSITION PLANNING TRAINING
Wednesday, 5/14/25	Forms
Wednesday, 5/28/25	Discipline and Manifestation Determination

Professional Development Schedule

[Special Services - PD Schedule for 2024-2025 - 9.11.2024](#)
(maine.gov)

Professional Learning Feedback and Contact Hour Form.



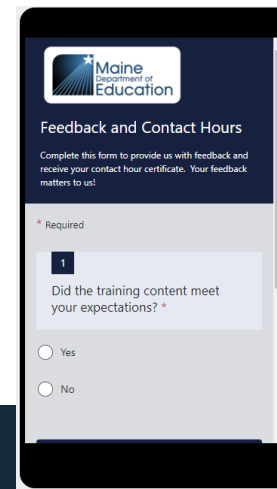
The screenshot shows a web browser displaying the "Feedback and Contact Hours" form. On the left is the circular logo for the "Office of Special Services & Inclusive Education" with the text "Maine DOE" inside. The form header includes the "Maine Department of Education" logo and the title "Feedback and Contact Hours". Below the title is a sub-header: "Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!". The form body contains a section labeled "* Required" with a question "1 Did the training content meet your expectations? *". There are two radio button options: "Yes" and "No". A "Next" button is located at the bottom of the form.

Use the link to complete the form
on your computer

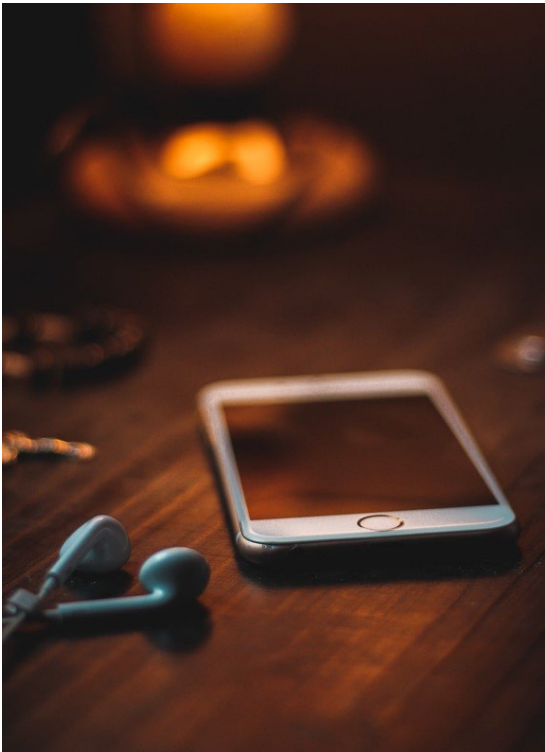
OR

Use the QR code to complete the
form on your mobile device

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



The screenshot shows the same "Feedback and Contact Hours" form as seen on the computer, but displayed on a mobile phone screen. The layout is adapted for a smaller screen, with the "Maine Department of Education" logo at the top and the form content below it. The question "1 Did the training content meet your expectations? *" and the "Yes/No" radio buttons are clearly visible.



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Questions?



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