



Welcome

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When you enter the meeting, you've been put on mute.

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

or

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

23-24 Sample CAP Specific Training

Maine DOE
Office of Special Services
Monitoring Team

Updated July 2024

Agenda



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1. Introductions
2. Compliance versus Best Practice
3. Review specific findings from the Corrective Action Plan - CAP
4. Questions

Meet the Supervision, Monitoring and Support Team



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Compliance versus Best Practice

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](#)

Compliance versus Best Practice

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?

As a Supervision, Monitoring and Support Team, we are tasked with Compliance.

However, 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**.



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

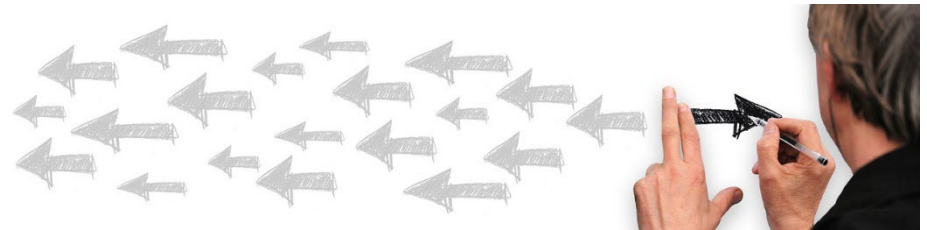
FDG2 – Functional annual progress

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



What is the Purpose of an IEP?

The Individuals with Disabilities Education Act (IDEA) says the purpose of an ***Individualized*** Education Program (IEP) is “to ensure that all children with disabilities have available to them a ***free appropriate public education*** (FAPE) that emphasizes ***special education*** and related services designed to meet their ***unique needs*** and ***prepare them*** for further education, employment and independent living”, *and to promote movement back to general education.*

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)

Section 2: Disability

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 <i>(check all applicable concomitant disabilities)</i>

MUSER – Maine Unified Special Education Regulations

MUSER VII.2.A-M outlines all
Disability Categories, including the
Definition and the Procedure for Determination.

Section 2: Disability

A child with a Disability is an Individual Who –

- Has reached the age of 3 years;
- Has neither graduated from a secondary school program with a regular HS diploma nor reached 22 years of age;
- Has been observed in the learning environment/classroom setting; and
- Has been evaluated according to these rules and has been determined to have a disability which requires the provision of special education and supportive services.
- A child with a disability shall have one or more of the disabilities listed in MUSER VII.2.A-M

LD 98 / Chapter 450 codified the change in Ending Age for Special Education eligibility effective October 25, 2023.

Corrective Action Plan – CAP

Maine Department of Education—Corrective Action Plan				
Finding #	Corrective Action Activities (Initiatives planned to achieve correction)	Evidence of Correction	# of Evidence	Recommended Date of Completion
APG4 How" Statement 14 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	Child Specific Correction: Submit compliant 1st page and Section #4C (Academic Gaps) of the IEP and WN.	1	2/28/2025
	*address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting	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 and WN	2	
	*Provide training on IEP development including			
APG6 Academic Gaps aligned to Goals 14 CFR 300.320 a)(2)(i)(A)	*IEP Team meets to discuss the child's distinctly measurable and persistent gaps (skill deficits) and add a goal addressing each gap	Child Specific Correction: Submit compliant 1st page and Section #4C (Academic Gaps) and Section #5 (Academic Goals) of the IEP and WN.	2	2/28/2025
	*address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting	Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C (Academic Gaps) and Section #5 (Academic Goals) of the IEP and WN	2	
	*Provide training on IEP development including aligning each gap (skill deficit) to a goal.			
SBG3 Goals are measurable 14 CFR 300.320(a)(2)	*IEP Team meets to discuss the measurement of academic goals aligned with State standards	Child Specific Correction: Submit compliant 1st page and Section #5 (Academic Goals) of the IEP and WN.	16	2/28/2025
	*address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting	Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #5 (Academic Goals) of IEP (amended or new) and WN for review of discussion of recent evaluations.	3	
	*Provide training on IEP development including writing measureable goals.			



We compared file review results from your last audit (19-20) to current (23-24).

Here are some highlights:

APG2, Academic Gaps, went from 82% to 100%

APG4, Academic “How” Statement, went from 66% to 100%

FDP4, Functional Alignment, went from 70% to 89%

This comparison speaks to all the hard work you and your staff are doing for your students.

100% Findings



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- RAE1 – Results of all evaluations
- AFS1 – Academic, functional, developmental-strengths
- APG2 – Academic gaps (skill deficits)
- APG4 – Academic “how” statement
- APG6 – Academic gaps aligned to goal
- APG3 – Academic goal-present level
- SBG1 – Academic goal alignment-goal>present level>needs (skill gap)

100% Findings



- FDP2 – Functional/developmental gaps (skill deficits)
- FDG1 – Functional/developmental gaps aligned to goals
- FDP3 – Functional/developmental present levels

100% Findings



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- FDP5 – Measurable functional/developmental goals
- FDP6 – Alignment to special education/related service
- SAS1 – Supplementary aids, services, modifications, and/or supports
- ALT1 – Alternate assessment-participation

100% Findings

- SVC1 – Special education and related services aligned to goals
- SVC2 – Special education and related services
- APG5 – Academic annual progress
- FDG2 – Functional annual progress
- OOU1-12 – Out-of-unit placements
- MIS1 –Accuracy doc



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100% Findings

- MIS2 – Fund authorization
- MIS3 – Qualified personnel
- MIS4 – Parent survey
- RPP1 – Pre-Referral/Referral Policy
- RPP2 – Child Find Policy
- RPP4 – Restraint & Seclusion Policy
- FOT2 – Summary of Performance
- FOT3a – Learning Disability eligibility WN
- FOT4 – Speech/Language form



100% Findings



- FOT4a – Speech/Language eligibility WN
- FOT5 – Adverse Effect form
- FOT5a – Adverse Effect eligibility WN
- INR1 – Procedural Safeguards
- INR3 – Determination of eligibility with 45 school days
- TRA1-9 – Post-secondary transition plan
- ADWN – Basis of Abbreviated Day
- ADLR – Abbreviated Day LRE based on full day
- ADE1-6 – Abbreviated Day-Educational
- ADM1-4 – Abbreviated Day-Medical

THANK YOU



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Corrective Action Plan – CAP



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CAP Due Date –
02/28/25

CAP Evidence Submission

Student Specific– Correction to non-compliance from children’s files found during the Self-Assessment or the On-Site visit and are included on the “Findings by Student” document.

1-16 – based on number of findings

Systemic Correction– Evidence of systemic change from children’s files **not included** in the Self-Assessment and On-Site visit and were not included on the “Findings by Student” document.

2-3 – based on child count and percent compliance of student specific findings

**Findings generated as part of the
Self-Assessment or On-Site visit.**



As we go over the specific findings for your CAP, keep in mind the areas that were noted to have shown a decrease in compliance since your last audit. We will go over these within the training and have provided links to trainings specific to these topics. We will continue to provide support and work together to keep improving.

For your convenience, we have included links to short trainings in these areas:
FDP5, Measurable functional goals, went from 86% to 52%.

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

FOT3, Specific Learning Disability form, went from 100% to 67%.

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



SBG3 – Standards Based Goals

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)(2)

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

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

MUSER VII.2

Why was this a finding?



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- Range of data as measurement
- No measurement point
- Specific curriculum referenced in goal

Academic Goals

Compliance:

- Must be measurable
- Must include measurement data
- Cannot be specific curriculum or standard scores

Best Practice:

- Focus goal on one specific skill deficit e.g., fluency, comprehension, addition/subtraction
- Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, running records, work samples

**Do NOT include specific curriculums
in your Present Levels or Goals.**



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**Consider this
Pretend Reading Curriculum...**

Do NOT include specific curriculums in your Present Levels or Goals.

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

Leo is currently at Level A in the Pretend Reading Curriculum.

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

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

By 11/2/2022, given specially designed instruction, Leo will move from Level A to Level B in the Pretend Reading Curriculum, as measured by work samples, data collection, teacher observation or similar. MLR R.3

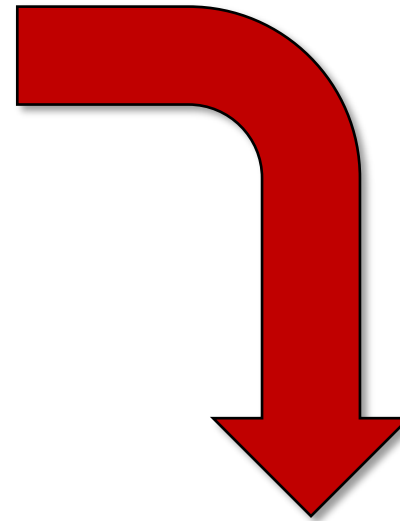
Pretend Reading Curriculum
Level A

Child will learn:

19 Basic Consonant Sounds

High Frequency Sight Words 1-25

Segment Simple CVC Words



Pretend Reading Curriculum
Level B

Child will learn:

Vowel Sounds

High Frequency Sight Words 26-40

Segment Simple CCVC Words

Pretend Reading Curriculum
Level B

Child will learn:

Vowel Sounds

High Frequency Sight Words 26-40

Segment Simple CCVC Words

If Leo masters the vowel sounds and can segment simple CCVC words, but does not master the high frequency sight words, you can't do Progress Monitoring.

Remember: a goal should only include 1 skill; if the child has skill deficits in BOTH vowel sounds and sight words, these would be two different goals.

Pretend Reading Curriculum
Level A

Child will learn:

19 Basic Consonant Sounds

High Frequency Sight Words 1-25

Segment Simple CVC Words

Do not include specific curriculums.
Focus on the **specific skill deficits**
and include those deficits in the
Present Levels and the Goals.

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

Leo can segment simple CVC words with 15% accuracy.

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

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

By 11/2/2022, given specially designed instruction, Leo will segment CVC words with 80%, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

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)):

Leo currently identifies 7 of the 19 basic consonant sound.

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

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

By 11/2/2022, given specially designed instruction, Leo will identify 19 of the basic 19 basic consonant sounds with 100% accuracy, as measured by work samples, data collection, teacher observation or similar. MLR R.3

Instead...



Section 5

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

Mary can decode CVC words with 62% accuracy.

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

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

By 11/2/2022, given specially designed instruction, Mary will decode CVC words with 80%, as measured by work samples, data collection, teacher observation or similar. MLR R.3

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)

Why was this a finding?



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- Citation linking to standards was missing

Instead...



Section 5

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

Walter spells CVC words with 35% accuracy.

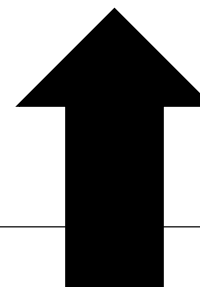
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

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 (**C**hildhood (K-5), **E**arly **A**dolescence (6-8), and **A**dolescence (9-Diploma))

2 = Standard Number

SBG5 – Standards Based Goals

Academic IEP Goal/Special Education Service Alignment.

34 CFR 300.320(a)(4)(i)

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

Why was this a finding?



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- Missing SDI service for math goal

Instead...



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

FDP7 – Functional/Developmental “How” Statement

A statement of how functional/developmental skill gaps affect the child’s involvement and progress in the general education curriculum.

34 CFR 300.320(a)(1)

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

Why was this a finding?



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- How statement was missing

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 do the distinctly measurable and persistent skill gaps affect the child's involvement and progress in the general education curriculum

Distinctly
Measurable and
Persistent Gaps



How Statement

**Distinctly
Measurable and
Persistent Gaps
(Needs)**



How Statement

<u>Student Needs</u>	<u>How Statement</u>
(Cognitive) Mary's deficits in problem solving	impact her ability to safely engage with peers at grade level.
(Communicative) Sarah's expressive language deficits	impact her ability to speak clearly with peers during play activities.
(Motor) Michael's deficit with grasping items	impacts his ability use writing tools in class.
(Adaptive) Beth's deficits in personal care	impact her ability to engage socially with same aged peers.
(Social/Emotional) Tom's self regulation deficits	impact his ability to comprehend and apply social rules in the general education setting.
(Sensory) Barb's tactile defensiveness	impact her ability to stay on task in all grade level activities.

Instead...



Section 4D

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?

Louis has skill deficits in his ability to read and follow a schedule. **(Distinctly Measurable and Persistent Gaps)**

This impacts his ability to attend school and participate in all daily activities across his day. **(How Statement)**

ALT2 – Alternate Assessment

If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives.

34 CFR 300.320(a)(2)(ii)
MUSER IX.3.A(1)(a)(iii)

Why was this a finding?



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- Objectives missing for academic goals

Instead...



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 5, 2024, given specially designed instruction 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 5, 2024, given specially designed instruction 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.

By May 5, 2024, given specially designed instruction 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.

LRE1 – Least Restrictive Environment Statement

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

Why was this a finding?



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- No mention of nature and severity of disability

Maine Unified Special Education Regulations

Page 120

MUSER X.2.B

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.** [20 USC 1412(a)(5) and 34 CFR 300.114]

Instead...



Section 8

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			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)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
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.	

Findings generated as part of the Desk Audit.



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FOT3 – Learning Disability Eligibility Form

Learning Disability Evaluation Report (if applicable) and evidence that all procedures for determination were followed including classroom observation

34CFR 300.309(a)

MUSER VII.2.L(2)

Why was this a finding?



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- Blank boxes
- Missing signatures of team members

Instead...



Remember

Specific Learning Disability Eligibility Form –

- Make sure there are no Blank Boxes/Areas
- Verification must include data
- Include Strengths and Weaknesses
- Team Members must sign the document

TRA3 – Transition Planning (B13)

If appropriate, 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)



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

- ❖ Need parental consent to invite them to the IEP meeting
- ❖ Consent is needed prior to the AWN.
- ❖ Consent is needed for every meeting where transition planning is discussed.



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:

--

Questions?



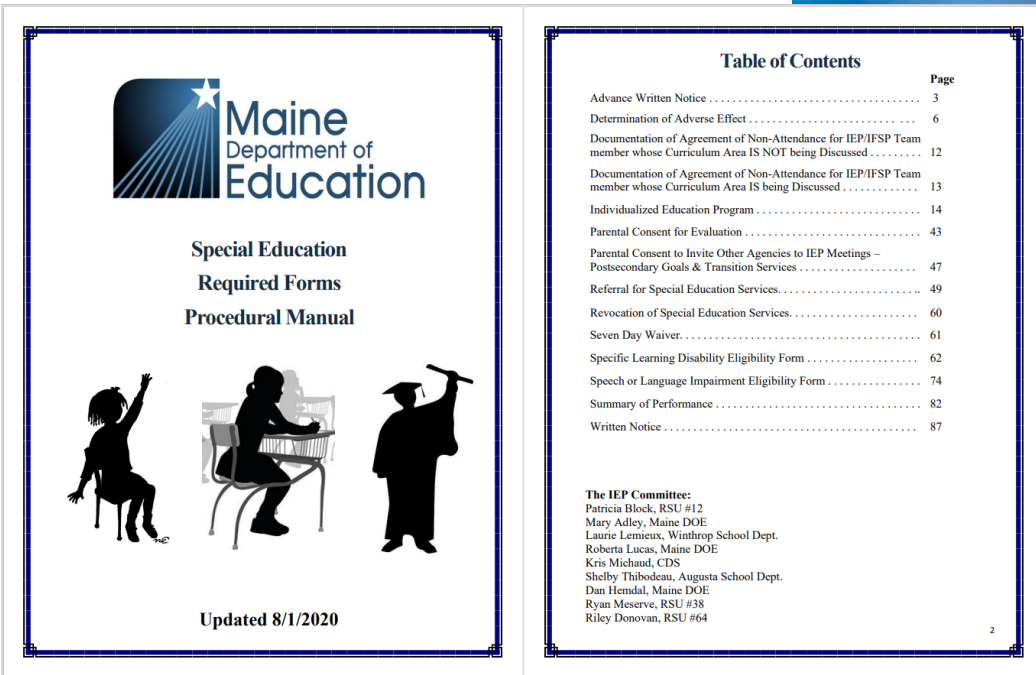
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Resources



Resources

Procedural Manual



Resources

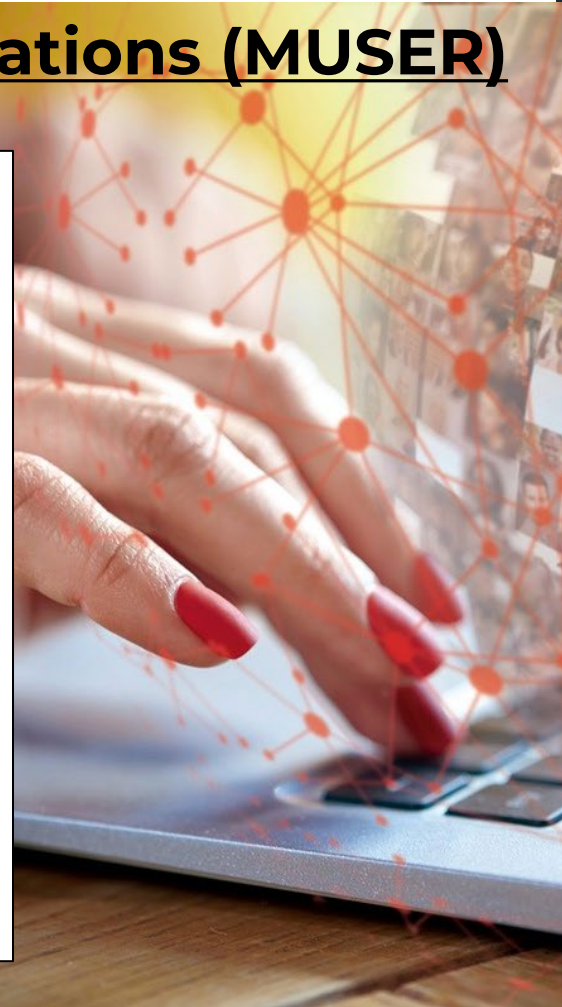
Maine Unified Special Education Regulations (MUSER)



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:	Grade:
	Date of Next Annual IEP Meeting:
	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>
Wednesday 4/23/25	Discipline & Manifestation Determination	<u>Discipline & Manifestation Determination</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	<u>TBD</u>	

Professional Learning Feedback and Contact Hour Form.



Feedback and Contact Hours

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

* Required

1

Did the training content meet your expectations? *

☐ Yes

☐ No

Next

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



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Use the link to complete the form
on your computer

OR

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

The image shows a mobile device screen displaying the same feedback form as the desktop version. The form is titled 'Feedback and Contact Hours' and includes the Maine Department of Education logo. It asks the user to complete the form to receive a contact hour certificate. The first question is 'Did the training content meet your expectations?' with 'Yes' and 'No' radio button options. A 'Next' button is visible at the bottom.



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