



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



MAINE DEPARTMENT
OF EDUCATION

Office Hours: IEP - Sections 6 & 7 2/26/2025



Presented by: The OSSIE Supervision, Monitoring and Support Team



Our Agenda

- 1. Team Introductions**
- 2. Section 6 – Supplementary Aids, Services, Modifications, and/or Supports**
- 3. Section 7 – Special Education and Related Services**
- 4. Questions**
- 5. Resources**

Meet the Supervision, Monitoring and Support Team



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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)

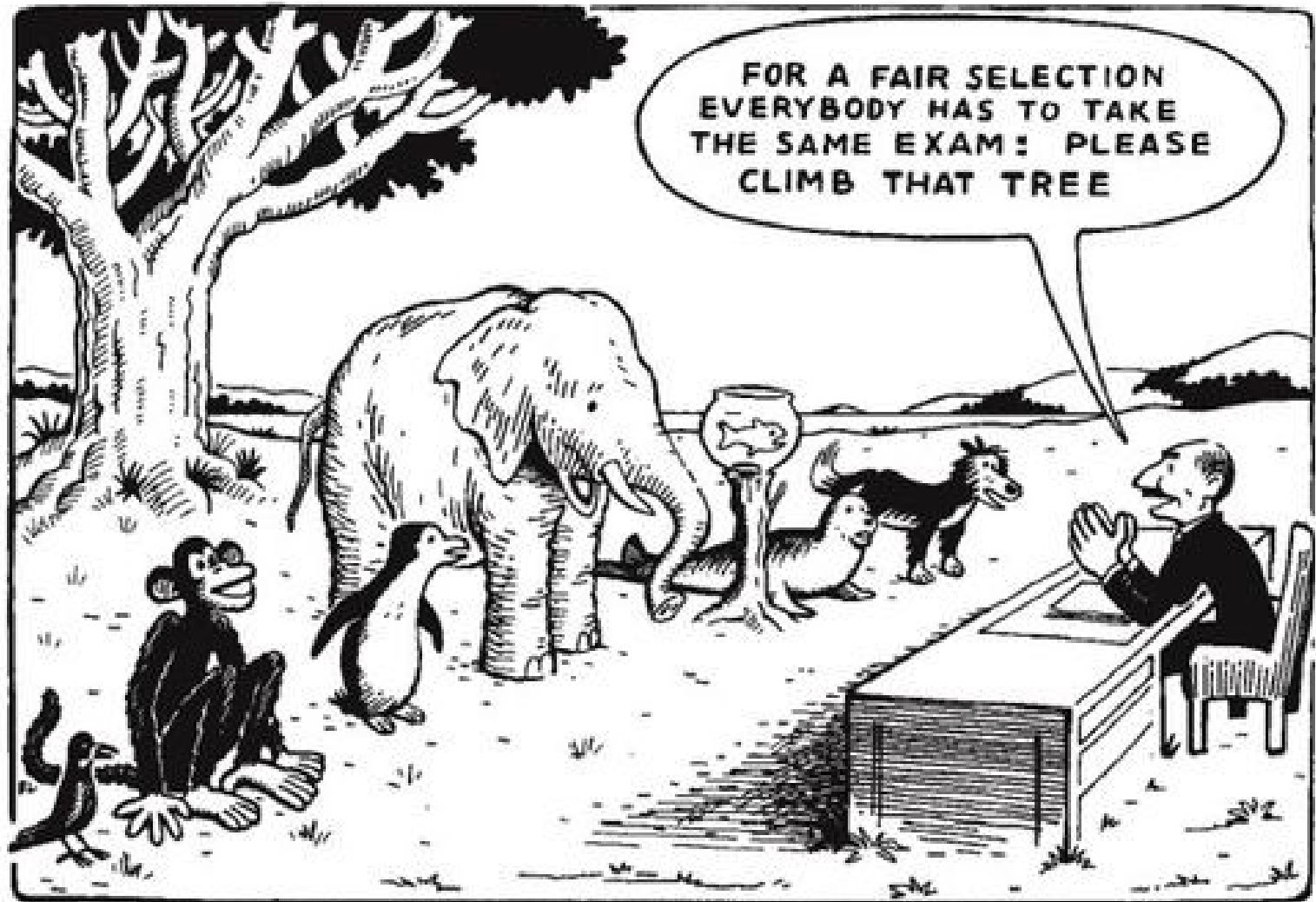
Least Restrictive Environment
(LRE)

Section 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
	<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			
	<input type="checkbox"/> Other			

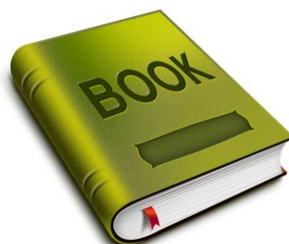


Section 6: Supplementary Aids, Services, Modifications and Supports

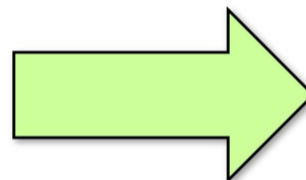
Accommodations are changes in how a student accesses information and demonstrates learning.

Accommodations can include changes in the following:

- Presentation and/or response format and procedures
- Instructional strategies
- Time/scheduling
- Environment
- Equipment
- Architecture



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Section 6: Supplementary Aids, Services, Modifications and Supports

Examples of accommodations:

- Test taken orally
- Large print textbooks
- Additional time to take a test
- Locker with an adapted lock
- Weekly home-school communication tool, such as notebook or daily log book
- Peer support for note taking
- Lab sheets with highlighted instructions
- Graph paper to assist in organizing and lining up math problems
- Tape record lectures
- Use of a computer for writing

Section 6: Supplementary Aids, Services, Modifications and Supports

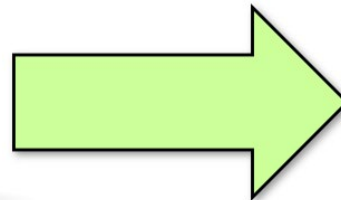
Modifications are changes in what a student is expected to learn.

Modifications might include changes in the following:

- Instructional level
- Content
- Performance criteria



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Section 6: Supplementary Aids, Services, Modifications and Supports

Examples of modifications:

- Outline in place of essay for major project
- Picture Communication Symbols (PCS) choices on tests
- Alternative books or materials on the same theme or topic
- Spelling support from a computerized spell check program
- Word bank of choices for answer to test questions
- Use of a calculator on a math test
- Film or video supplements in place of text
- Questions re-worded using simpler language
- Projects substituted for written reports
- Important words and phrases highlighted

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 <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	Special Education and General Education	As Needed	9/18/23-9/17/24
Extra Time Quality over quantity with product Frequent sensory breaks	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	Special Education and General Education	As Needed	9/18/23-9/17/24
Read Aloud/Human Reader for directions, questions/items, and response items, NWEA reading	<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	Special Education	During NWEA Reading Window	9/18/23-9/17/24
	<input type="checkbox"/> Other			

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

[Maine Through Year Assessment Overview |](#) [Maine Department of Education](#)

^ Accessibility

[2024-25 Accessibility Guide](#)

[Supplemental Resource for Text-to-Speech](#)

[2024-25 Human Reader Protocol](#)

[2024-25 Accommodated Paper-Based Assessment Request Form](#) *Note:* For the Through Year Assessment, please email Krista Averill, Assessment Coordinator, at Krista.Averill@maine.gov to request a braille form.

Guidance for Human Reader for Reading Passages (Grades 6+)

- [Human Reader for Reading Passages Training Video](#)
- [Maine Print Disability Considerations](#)
- [Print Disability Flowchart](#)
- [Print Disability Checklist](#)

Supplementary aids, services, modification, and/or supports

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



6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS

In addition to ongoing classroom supports and services, supplemental aids, and modifications, appropriate accommodations that are necessary to measure the academic achievement are documented 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
ILAP: Individual Language Acquisition Plan	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	10/15/2024-10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
Positive Behavior Support Plan	<input checked="" type="checkbox"/> Classroom Instruction	General/Special Education	Throughout the entire school day	10/15/2024-10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			

If a special consideration is marked yes in Section 3, it may be appropriate to document in Section 6 of the IEP.

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

Multilingual Learners with Disabilities| Maine Department of Education

Here is a link to our recorded
training on the guidance
manual-Identifying and
Serving Multilingual Learners
with Disabilities



Multilingual Learner Document

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

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

Gracie utilizes self-regulation tools and strategies available, by asking for the tool and/or strategy with adult prompting, in 25% 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 12/2/2022, given specially designed instruction and a variety of tools and strategies available (including but not limited to, fidgets, wobble stool/seat, option to stand, etc.), Gracie will ask for a tool and/or strategy with adult prompting, in 75% of opportunities as measured by data collection, teacher reports, and maintaining attention.

If you are teaching supports that help a student to be successful, make sure those tools are added to Section 6 of the IEP.

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

In addition to ongoing classroom supports and services, supplementary aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure 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
<ul style="list-style-type: none">*Sensory Tool Kit*Help Card*Visual Schedule*Wobble Seat/Stool*Option to Sit or Stand*Fidgets	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and Regular Education	As Needed	10/15/2024- 10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			

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 SAO personnel		Location	Frequency	Duration
Educational Technician/BHP support in core content	<input checked="" type="checkbox"/> Classroom Instruction	General and Special Education Setting	As Needed	11/14/2022-11/13/2023
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" 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

Educational Technicians, BHPs and Related Service assistants are always listed as accommodations.

“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
Educational Technician/BHP support in core content	<input checked="" type="checkbox"/> Classroom Instruction	General and Special Education Setting	As Needed	11/14/2022-11/13/2023
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" 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.

Section 6B: Alternate Assessments

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:
- ☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.
- ☐ Not applicable.

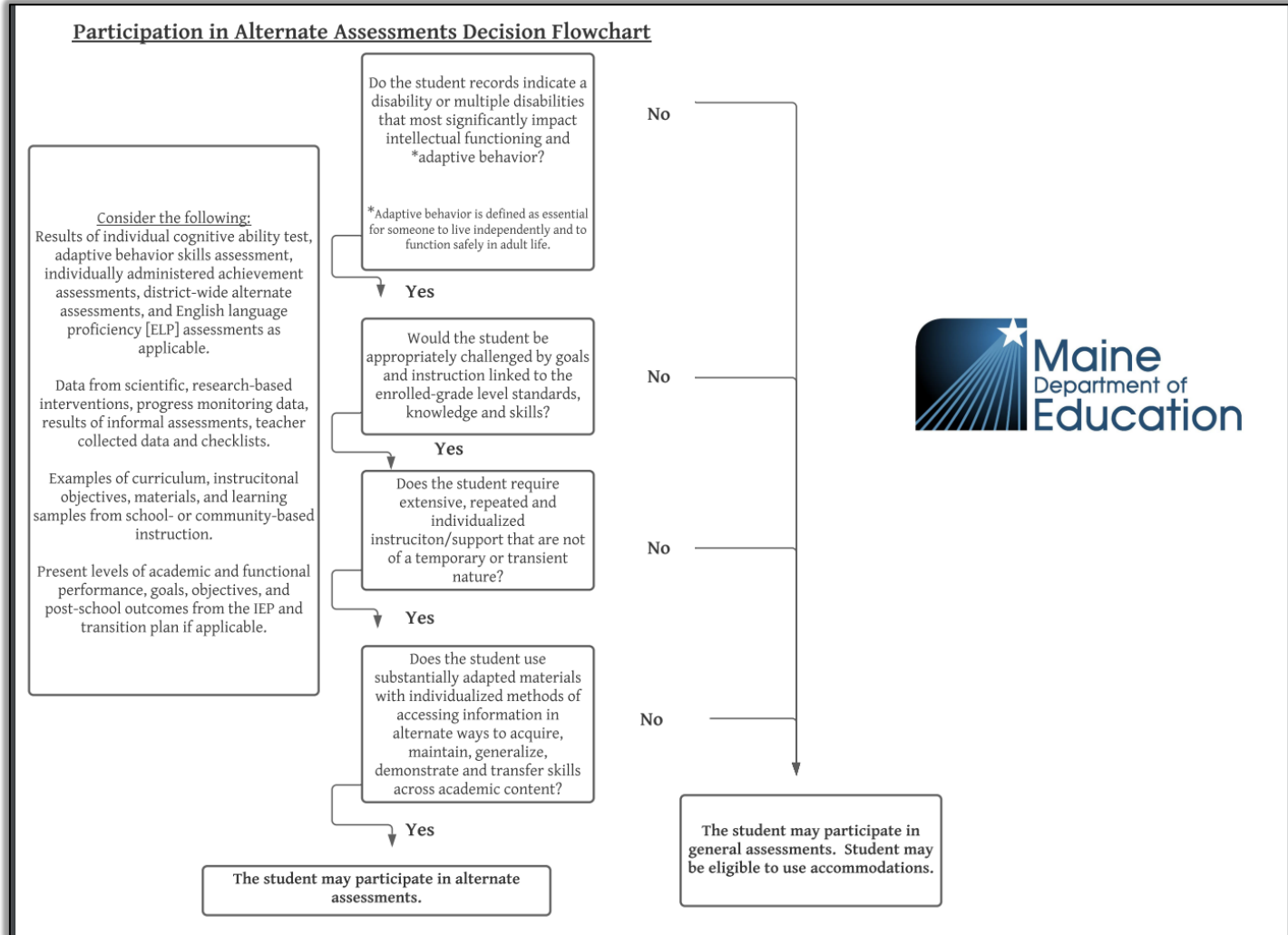
Section: 6B Alternate Assessment



- Preparing for Assessment
- Assessment Training
- Assessment Security
- Technical Assistance
- Assessment Reports

[MSAA Overview | Maine Department of Education](#)

Section: 6B Alternate Assessment



Participation Decision Flowchart

Section 6B: Alternate Assessment

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, indicate

Best Practice: Do not leave blank

☐ No, the child does not meet qualifications. The child will be participating in regular education state and district-wide assessments.

☐ Not applicable.

If the child requires the alternate assessment:

- Check “Yes”
- Provide an explanation
- Child’s academic goals require objectives

Section: 6B Alternate Assessment

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 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)).

Section: 6B Alternate Assessment

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.

Section: 6B Alternate Assessment

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).

34 CFR 300.320(a)(2)(ii)

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

These are students who are learning content adapted from grade level standards, reduced in breadth, depth, and complexity. In Maine, these alternate academic achievement standards are the Core Content Connectors in ELA and Mathematics and the Extended Performance Expectations in Science.

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



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				

Consider this

Child's needs drive services and their frequencies not the school or program schedule.

Schoolwide block scheduling looks like this –

9:00-10:00	Special Ed Study Hall
9:00-10:00	General Ed Study Hall

Student's IEP looks like this –

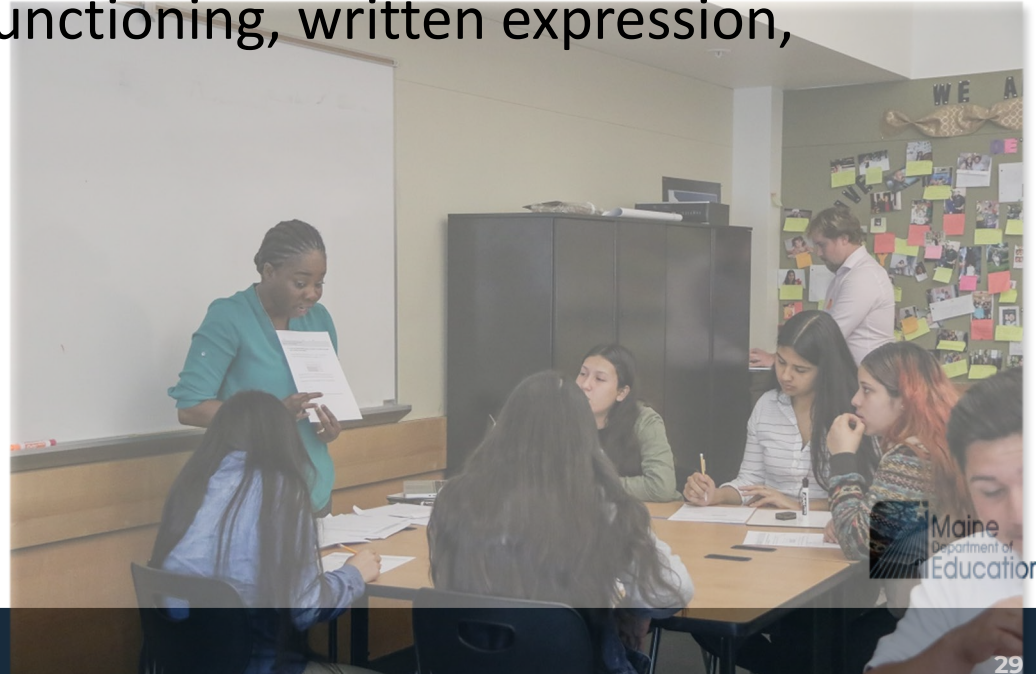
Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Education Teacher	Special Education	30 minutes per week	10/15/2024- 10/14/2025

Once the student is finished working on goals related to Reading Comprehension, they should be offered the opportunity to return to General Ed. If it is in Section 6 of their IEP as an accommodation, they may choose to stay.

The student's IEP should reflect their Distinctly/Measurable Skill Deficits and should not be written to align with school scheduling.

Section 7: Special Education and Related Services

- Content areas such as: Social Studies, Science, Health, etc. are not to be identified in the service grid.
- Do not write goals around Social Studies, Science, Health etc.
- If a student requires services in one or more of these content areas, SDI is provided in the specific skill deficit (reading comprehension, executive functioning, written expression, etc.).



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.

Section 7: Special Education and Related Services

-Indicate the specialized instruction services the child requires. **For children ages 5-20**, each identified instructional area should be listed unless the child is accessing a self-contained program.


ex. Given SDI in ELA/Behavior Support
Given SDI in ELA and OT consultation.

Procedural Manual pg. 32

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 ELA/Behavior Support	Special Education Teacher	Special Education/General Education	225 minutes weekly	10/15/2023- 10/14/2024
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	Special Education Teacher	Special Education	24 hours/week	7/8/2024- 8/16/2024
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services				
Occupational Therapy Consult	Occupational Therapist	Special Education	30 min monthly	10/15/2023- 10/14/2024
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other				



Every *Service*
needs a
Goal

Every *Goal*
needs a
Service

Section 5

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

Elaine can independently utilize a tool from her individualized tool kit, in 0 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 10/14/2024, given specially designed instruction and consult from an occupational therapist, Elaine will independently utilize a tool from her individualized tool kit, (including but not limited to break card, help card, fidget, first/then board, or similar) in 4 out of 5 opportunities as measured by teacher observation and data collection.

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 Self-Regulation Skills	Special Education Teacher	Special Education	30 minutes per day	10/15/2023- 10/14/2024
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Occupational Therapy Consultation	Occupational Therapist	Special Education/General Education	15 minutes per month	10/15/2023- 10/14/2024

- **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...”*

Section 7

Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services				
Occupational Therapy Consult	Occupational Therapist	Special Education	30 min monthly	10/15/2023- 10/14/2024

 **Goal**

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

Section 6

	<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

 **Goal**

Section 7: Special Education and Related Services

Only a credentialed school nurse can provide “Nursing Services”. If an appropriately trained special education staff member or a related service staff member provides the service, it should be documented in Section 7 as “School Health Services”.

Transportation is always a related service. When the IEP team also determines that the transportation service has an instructional component (e.g. modifying the behavior that necessitates the provision of a transportation aide, or learning to utilize a safety harness), there must be an annual goal in the IEP corresponding to that instruction.





Let's Review...



Why is this noncompliant?

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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 type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	9/18/24-9/17/25
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input 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	9/18/24-9/17/25
	<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	<input type="checkbox"/> Classroom Instruction			9/18/24-9/17/25
	<input type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			

✓ Check boxes are blank

✓ Location and Frequency are blank

Instead...



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	9/18/24- 9/17/25
	<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	9/18/24- 9/17/25
	<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 testing window of district and state assessments	9/18/24- 9/17/25
	<input type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			

One more...



Let's Review...

Why is this noncompliant?



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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	Educational Technician		30 minutes per week	10/15/2024- 10/14/2025
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	Educational Technician		4 hours per day	10/15/2024- 10/14/2025
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	Speech/Language Pathologist		60 minutes per week	10/15/2024- 10/14/2025

Occupational
Physical Ther
Social Work S
Nursing Servi
Transportatio

- ✓ Location is blank
- ✓ Educational Technician can not be the Person Responsible
- ✓ ESY is documented for whole IEP and not ESY dates

Instead...



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

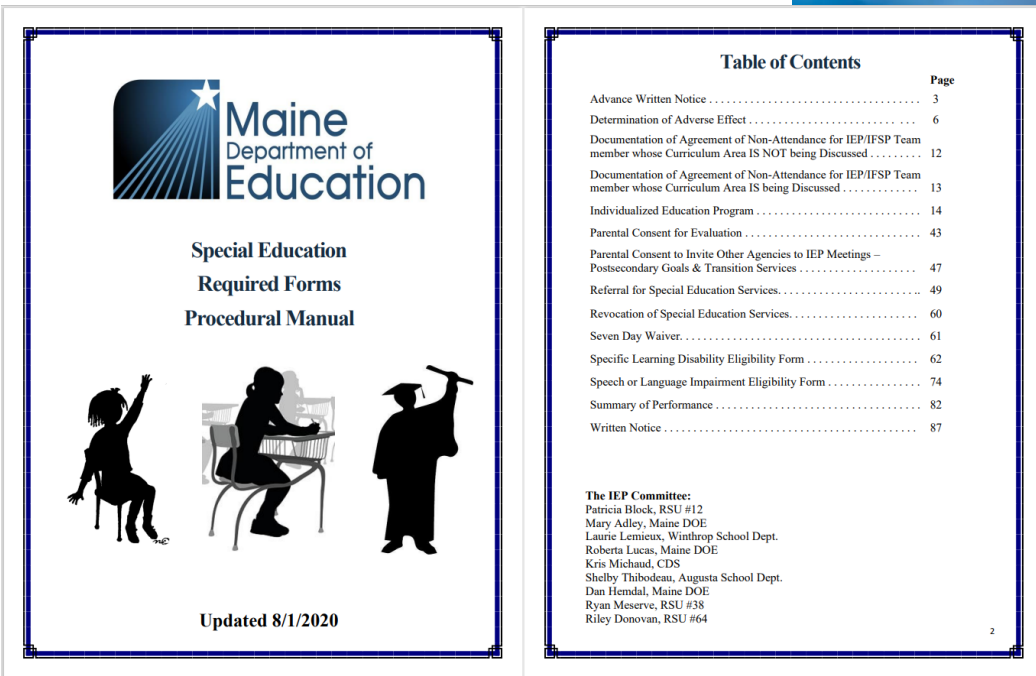
Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Education Teacher	Special Education	30 minutes per week	10/15/2024- 10/14/2025
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	Special Education Teacher	Special Education	4 hours per day	7/5/2025- 8/15/2025
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	Speech/Language Pathologist	Special Education	60 minutes per week	10/15/2024- 10/14/2025
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				

Resources



Resources

Procedural Manual



Resources

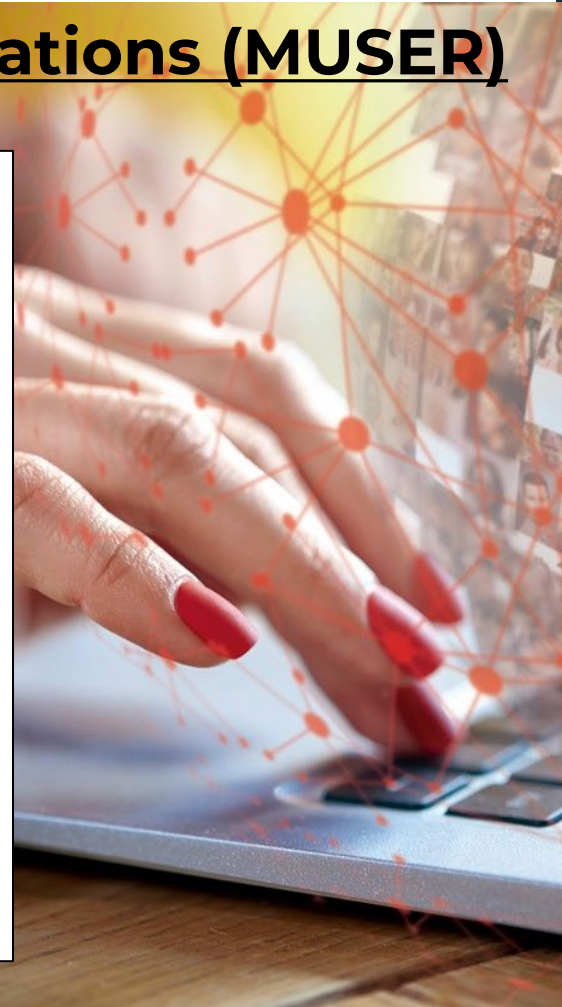
Maine Unified Special Education Regulations (MUSER)



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](#)



[Resources for Families & Schools-Forms](#)

2024-25 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>	
Wednesday 9/11/24	Resources	YouTube	Slides
Wednesday 9/25/24	IEP Essentials for New Teachers	YouTube	Slides
Wednesday 10/9/24	Alignment	YouTube	Slides
Tuesday 10/15/24	All District IEP Training	YouTube	Slides
Wednesday 10/23/24	Advanced Written Notice and Written Notice	YouTube	Slides
Thursday 10/31/24	All District B13 Training	YouTube	Slides
Wednesday 11/13/24	Inclusion Presented by: Tracy Whitlock	Recording coming soon	
Wednesday 12/11/24	How Community Case Managers Can Help IEP Teams Presented by: KVBH	Recording coming soon	

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	Recording coming soon
Wednesday 1/22/25	Compliant versus Good IEPs Developing a Strong IEP Part 1	Recording coming soon
Wednesday 2/12/25	Compliant versus Good IEPs Developing a Strong IEP Part 2	Recording coming soon
Wednesday 2/26/25	Accommodations and Services	Recording coming soon
Wednesday 3/12/25	Transition from CDS to Public School Guest Speaker: Lori Whittemore	Transition from CDS to Public School Registration Link
Wednesday 3/26/25	Abbreviated Day	Abbreviated Day Registration Link
Wednesday 4/9/25	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	Special Education Law for General Education Teachers Registration Link
Monday 5/12/25	All District B13 Transition Training	All District B13 Transition Training Registration Link (5/12/24)
Wednesday 5/14/25	Forms	Forms Registration Link
Friday 5/28/25	Discipline & Manifestation Determination	Discipline & Manifestation Determination

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 radio buttons for 'Yes' and 'No'. A 'Next' button is visible at the bottom of the form.



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