



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



MAINE DEPARTMENT
OF EDUCATION

Office Hours: IEP – Compliant vs. Good Part 1 1/22/2025



Presented by: The OSSIE Supervision, Monitoring and Support Team



Our Agenda

1. Team Introductions
2. Compliant vs Good: IEP Sections 1-5
3. Questions
4. Resources

Meet the Supervision, Monitoring and Support Team



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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

Compliant
IEP



Good
IEP

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**.



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:
	<u>FOT8- Compliance:</u>
	<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
<i>(check all applicable concomitant disabilities)</i>		

Compliance:

☐ Only one disability checked, unless Multiple Disability is checked

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

Section 1 & 2 – Compliance

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

2. DISABILITY

☐ Autism

☐ Developmental Delay (3-5)

☐ Hearing Impairment

☐ Other Health Impairment

☐ Specific Learning Disability

☐ Deaf-Blindness

☐ Developmental Delay (Kindergarten)

☐ Intellectual Disability

☐ Orthopedic Impairment

☐ Traumatic Brain Injury

☐ Deafness

☐ Emotional Disturbance

☐ Visual Impairment (including Blindness)

☐ Speech/Language Impairment

☐ Multiple Disability

(check all applicable concomitant disabilities)

Compliance:

☐ Only one disability checked, unless Multiple Disability is checked

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

Section 1 – Compliance

SAU or CDS Site:

Date IEP Sent to Parent: **11/5/2024**

1. CHILD INFORMATION

Child's Name:

Annual Date of IEP Meeting: **10/5/2024**

Date of Birth:

Duration of the IEP: **10/15/2024-10/14/2025**

Age:

Grade:

Date of Next Annual IEP Meeting: **10/4/2025**

School/Program:

Date of Re-Evaluation: **12/2026**

Parent/Guardian Name:

Date(s) of Amended IEP:

Child's Address:

Case Manager:

City, State, ZIP:

State Agency Client? ☐ YES ☐ NO

MUSER IX.3.G

- G. Copy of IEP to Parents. A complete copy of the Individualized Education Program shall be provided to the parent within 21 school days of the IEP Meeting at which the IEP was developed.*

Section 1 – Compliance

The date of the annual review and the duration of the IEP must ***not*** exceed 364 days



Annual Date of IEP Meeting: **10/5/2024**

Duration of the IEP: **10/15/2024-10/14/2025**

Date of Next Annual IEP Meeting: **10/4/2025**

(5) *To review, **at least annually**, the Individualized Education Program of each child with a disability to:*

MUSER VI.2.J(5)

Section 2 – Compliance

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 Disability |
| <input type="checkbox"/> Hard of Hearing | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Visual Impairment (including Blindness) |
| <input checked="" 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> | | |

OR

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 Disability |
| <input type="checkbox"/> Hard of Hearing | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Visual Impairment (including Blindness) |
| <input checked="" type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Orthopedic Impairment | <input checked="" type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Traumatic Brain Injury | <input checked="" type="checkbox"/> Multiple Disability |
| <i>(check all applicable concomitant disabilities)</i> | | |

Section 3 – Compliance

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

Section 3 – Compliance

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Does the child have limited English proficiency? (MUSER IX.3.C.(2)(b))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Does the child have language needs, due to limited English proficiency, 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
I. Does the child have functional/developmental needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

- Think of this as the Table of Contents
- If any section is documented YES, then it is expected that there is corresponding information in the IEP itself.
- For every YES, the team wants to ensure alignment based on determinations discussed at the IEP meeting.

Section 4A & 4B – Compliance

A. Results of all initial evaluations or most recent evaluations of the child:

RAE1- Compliance:

- ☐ Include evaluations that support the eligibility discussion
- ☐ Include evaluation name
- ☐ All evaluations must be dated

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

AFS1- Compliance:

- ☐ Based on observations
- ☐ Include areas of strength and relative strengths
- ☐ NOT a restatement of evaluations

Section 4A – Compliance

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MCA 20-309.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Psychoeducational Report 12/17/2023

WISC-5

Verbal Comprehension 75

Perceptual Reasoning 88

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

Verbal Memory Index Score 64

CTOPP-2

Phonological Awareness 88

Phonological Memory 61

Rapid Naming 58

BASC-2-Parent

Hyperactivity 60

Aggression 49

Externalizing Problems 47

Learning Problems 52

Social Skills 57

Study Skills 42

Attention Problems 45

Anxiety 37

Clinically Significant: Attention Problems, Learning Problems

At-Risk: Hyperactivity, Anxiety, Study Skills

GORT-5

Oral Reading Index 65

WIAT-4

Written Expression Composite 74

Mathematics Composite 81

Occupational Therapy Evaluation 12/11/2023

Test of Visual-Motor Integration

VMI 73

Visual Perception 104

Motor Coordination 81

WRAVMA

Composite Score 84

Compliance:

- Evaluations that support the eligibility discussion
 - Evaluation name
- All evaluations must be dated

BASC-2-School

Hyperactivity 69

Aggression 49

Externalizing Problems 45

Learning Problems 78

Social Skills 48

Study Skills 35

Attention Problems 73

Anxiety 67

TVPS-4

Overall 96

Basic Processes 91

Sequencing 111

Complex Processing 10

Sensory Profile School

Sensory Scores: Similar Behavior

Quadrant Scores: Similar to Others-Sensitivity; More than Others-Seeking, Avoiding; Much More than Others-Registration

School Factor Scores: Similar to Others-seeking/sensitivity, sensitivity/avoiding; More than Others-seeking/low registration, avoiding/low registration

Clinical Observations

Bilateral motor coordination-below those seen in same age peers

Motor Planning-below those seen in same age peers

Handwriting Screener

Overall score-56% (compared to peers at a standard of 91%)

Speech/Language Evaluation 12/10/23

CELF-5

Core Language Score 75

Receptive Language Index 69

Expressive Language Index 93

Language Content Index 82

Language Memory Index 78

Include:

- Academic evaluations that were used for eligibility or continuing eligibility
- Functional evaluations that were used for eligibility or continuing eligibility
- Relevant state or district assessments
- Transition assessments
- Other relevant assessments, such as FBA, related service evaluations or similar

Section 4B: Compliance

Compliance:

- Based on observations
- Include areas of strength and relative strengths
- NOT a restatement of evaluations

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

Leora loves to read and has strong decoding and comprehension skills. She has strong writing skills and enjoys sharing her stories with peers. Leora works hard and is very focused on all tasks presented to her.

- What does the strength **look** like in the classroom?

Section 4C – Compliance & Best Practice

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

APG2- Compliance:

- ☐ **Academic**
- ☐ **Distinctly measurable and persistent skill gaps**
- ☐ **Best Practice: Documented in a bulleted list**
- ☐ **Best Practice: Focus on specific skill deficits e.g., fluency, comprehension, addition/subtraction**

APG4- Compliance:

- ☐ **How the deficit has an adverse impact on the child accessing the general education curriculum**
- ☐ **This MUST be included with the academic needs statement**

APG6- Compliance:

- ☐ **Every academic skill gap in Section 4C is aligned to a goal in Section 5**

Skill Deficits/Gaps –

Consider the following: Might Include (there are others)

<u>Broad Academic Areas</u>	<u>Specific Skills</u>
Reading	Decoding, Encoding, Fluency, Comprehension, Sight Words, Phonemic Awareness, Vocabulary or similar
Writing	Sentence Structure, Paragraph Development, Organization, Details, Proofreading or similar
Listening/Speaking	Story Retell, Collaboration, Language, Context, Describe, Summarizing or similar
Mathematical Problem Solving	Addition/Subtraction, Multiplication/Division, Word Problems, Fluency, Measurement or similar

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



**How
Statement**

<u>Student Needs</u>	<u>How Statement</u>
(Reading) Jimmy's reading fluency deficits	impact his ability to access grade level reading material in all subject areas.
(Writing) Sarah's spelling deficits	impact her ability to complete grade level writing prompts.
(Listening) Michael's listening comprehension deficits	impact his ability to understand grade level subject content.
(Speaking) Beth's inability to retell stories in a sequential manner	impacts her ability to complete grade level assessments.
(Mathematical Problem Solving) Tom's deficits in addition/subtraction	impacts his ability to calculate higher level math problems.

Section 4C – Compliance & Best Practice

Best Practice:
-Focus on specific skill deficits
-Document in a bulleted list

Section 4C-Academic gaps

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

Reading

- Decoding
- Comprehension

These reading gaps affect Jack's ability to access grade level content texts.

Writing

- Essay Composition

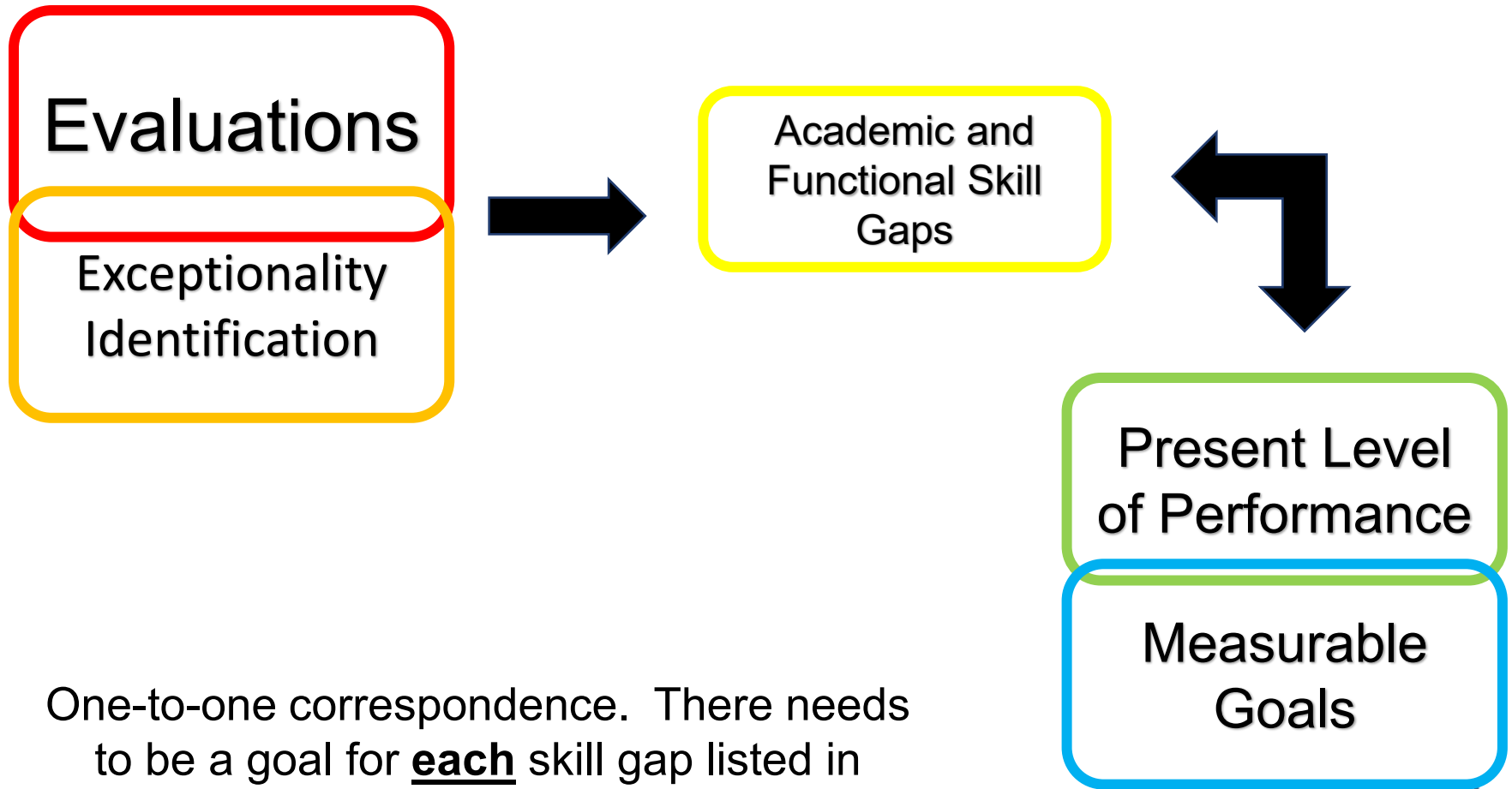
These writing gaps affect Jack's ability to accurately reflect content area knowledge.

Math

- Multi-digit addition/subtraction

These math gaps affect Jack's ability to access higher level math concepts.

Compliance – There must be a measurable goal for each distinctly measurable and persistent skill gap.



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

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

Academic

C. Based on evaluative information in 401 and how do they affect the child's in 402

Reading

- Decoding
- Comprehension

These reading gaps affect Jack's ability to access grade level content.

Writing

- Essay Composition

These writing gaps affect Jack's ability to accurately communicate his thoughts.

Math

- Multi-digit addition/subtraction

These math gaps affect Jack's ability to access higher level math.

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

Jack is currently decoding a beginning of 3rd grade level text with 74% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will decode a beginning of 4th grade level text with 85% accuracy as measured by running records and teacher collected data. MLR.R.EA.3

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)):

Jack is currently answering comprehension questions regarding a beginning of 3rd grade level text with 50% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. MLR.R.EA.12

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)):

Jack writes a 3 paragraph essay 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 10/2025, given specially designed instruction, Jack will write a 3 paragraph essay in 4 out of 5 opportunities as measured by work samples and teacher collected data. MLR.W.EA.3

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)):

Jack is able to add and subtract multi-digit numbers with regrouping with 20% accuracy.

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

Progress:

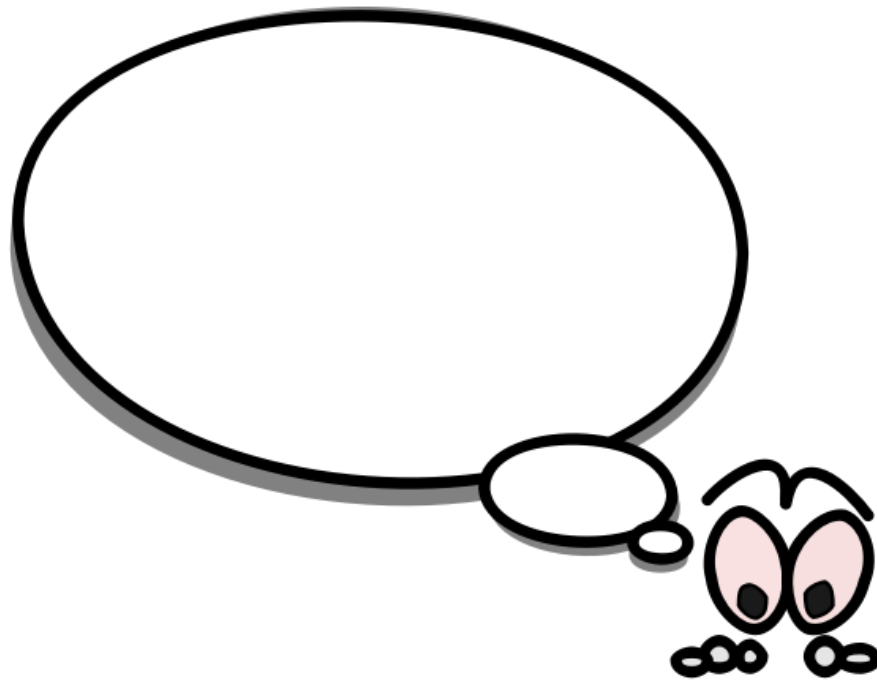
By date, given service, child's name will skill as measured by evidence.

By 10/2025, given specially designed instruction, Jack will add and subtract multi-digit numbers with regrouping with 85% accuracy as measured by work samples and teacher collected data. MLR.QR.EA.3

Objective(s) required? ☐ Yes ☒ No

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

Chat Box Check In



Section 5 (Academic) – Compliance & Best Practice

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))

Progress:

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

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:

- ☐ **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.**

Section 5: Academic Performance– Standards Based Goals

Best Practice:

- Present level is baseline data for the corresponding goal
- Avoid a range of data (60-70% and subjective words (sometimes, often)

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

Molly can decode CVC words with 45% accuracy.

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

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

By 9/17/2023, given specially designed instruction, Molly will decode CVC words with 85% accuracy, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

**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

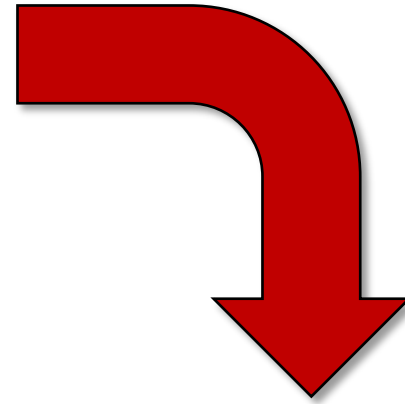
Pretend Reading Curriculum
Level A

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

Do not include specific curriculums.

Focus on the specific skill deficits and include those deficits in the Present Levels and the Goals.

Pretend Reading Curriculum
Level A

Child will learn:

19 Basic Consonant Sounds

High Frequency Sight Words 1-25

Segment Simple CVC Words

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))

Progress:

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

By 11/2/2023, given specially designed instruction, Leo will segment CVC words with 80% accuracy, as measured by 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 sounds with 100% accuracy.

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

Progress:

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

By 11/2/2023, given specially designed instruction, Leo will identify 19 of the 19 basic consonant sounds with 100% accuracy, as measured by work samples, data collection, teacher observation or similar. MLR R.3

Objective(s) required? ☐ Yes ☒ No

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

Goal \neq Standard

Writing Academic Goals

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

Jack is currently answering comprehension questions regarding a beginning of 3rd grade level text with 50% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. **MLR.R.5.EA**



Once the goal is written based on the student's gaps, review the grade level standards, align, and add the citation linking it to the standard

Strand	READING/KEY IDEAS AND DETAILS
Standard 5	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.
Grade Span	Early Adolescence
	Grades 6-8
Performance Expectations	a. Provide an accurate summary of various texts; b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

Section 5: Academic Performance – Standards Based Goals

Goals should facilitate the child's achievement of Common Core (CCSS), Maine Learning Results (MLR), Guiding Principles and/or district adopted standards

Compliance-

- Each academic goal is cited to standards



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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

Section 5: Academic Performance – Standards Based Goals

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)):

Jack is currently decoding a beginning of 3rd grade level text with 74% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will decode a beginning of 4th grade level text with 85% accuracy as measured by running records and teacher collected data. MLR.R.EA.3

Objective(s) required? ☐ Yes ☒ No

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

MLR = Maine Learning Results

R = Strand (Reading)

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

3 = Standard Number



Section: 5 Academic Objectives

If student is identified in Section 6B that they will take the alternate assessment (6B is checked Yes), they must have objective(s) with their academic goal(s)

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

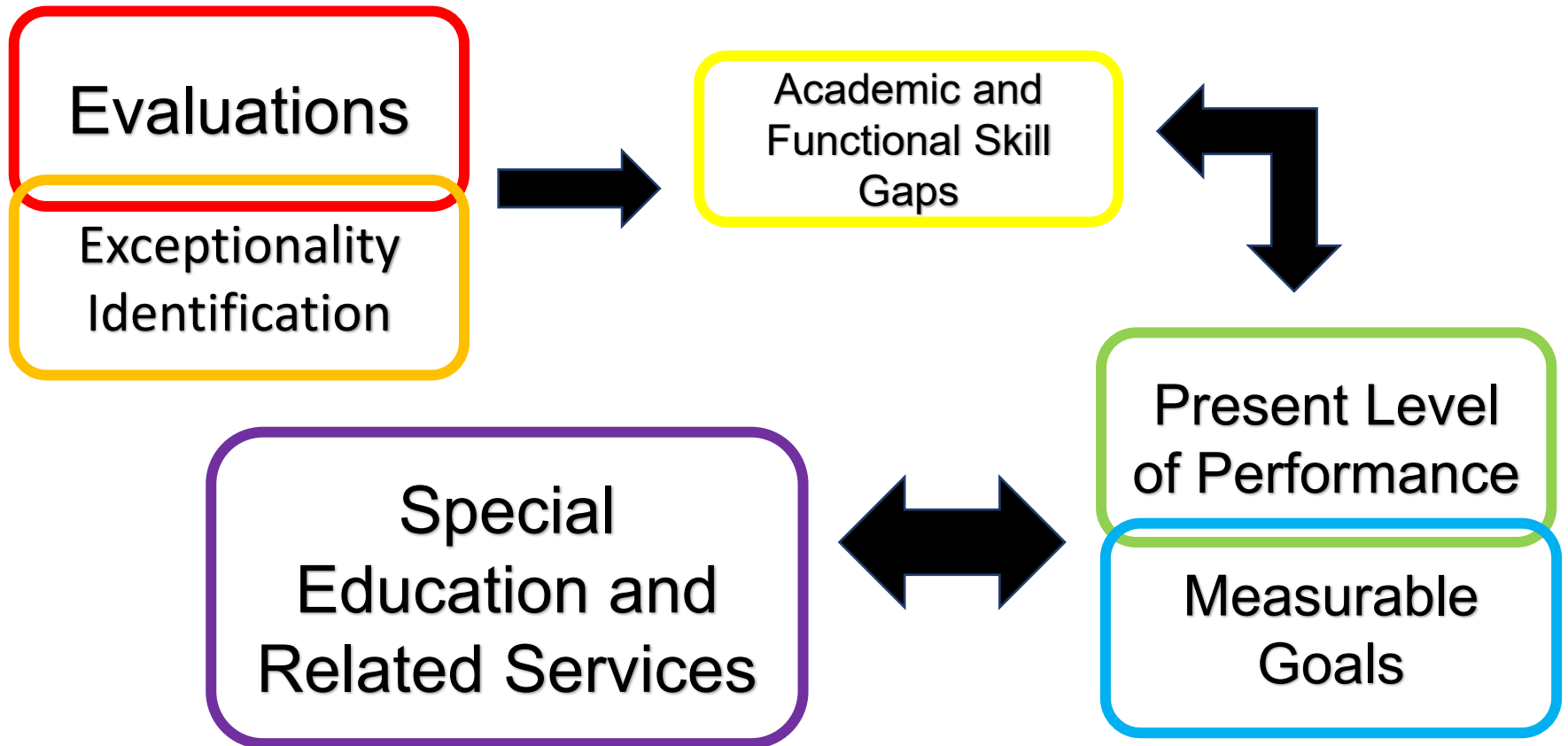
Objective(s) required? ☒ Yes ☐ No

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.

Compliance – There must be a service for each measurable goal.



Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
Jack is currently decoding a beginning of 3rd grade level text with 74% accuracy.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) Progress:
By date, given service, child's name will skill as measured by evidence.
By 10/2025, given specially designed instruction, Jack will decode a beginning of 4th grade level text with 85% accuracy as measured by running records and teacher collected data. MLR.R.EA.3
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)):
Jack is currently answering comprehension questions regarding a beginning of 3rd grade level text with 50% accuracy.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) Progress:
By date, given service, child's name will skill as measured by evidence.
By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. MLR.R.EA.12
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)):
Jack writes a 3 paragraph essay 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 10/2025, given specially designed instruction, Jack will write a 3 paragraph essay in 4 out of 5 opportunities as measured by work samples and teacher collected data. MLR.W.EA.3
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)):
Jack is able to add and subtract multi-digit numbers with regrouping with 20% accuracy.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) Progress:
By date, given service, child's name will skill as measured by evidence.
By 10/2025, given specially designed instruction, Jack will add and subtract multi-digit numbers with regrouping with 85% accuracy as measured by work samples and teacher collected MLR.QR.EA.3
Objective(s) required? ☐ Yes ☒ No
By date, given service, child's name will skill as measured by evidence.

Service for each Measurable Goal

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025
Specially Designed Instruction Writing	Special Education Teacher	General/Special Education	2.5 hrs/week	10/15/2024-10/14/2025
Specially Designed Instruction Math	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025



Why is this noncompliant?

Academic

C. Based on evaluative information in 4A, what are the **what** and **how** do they affect the child's involvement?

- Reading decoding
- Reading comprehension
- Essay composition
- Conventions (beginning capitalization)
- Multi-digit addition/subtraction

These academic deficits impact Jack's academic level writing and math assignments.

✓ Gap listed with no goal aligned

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

Jack is currently decoding a beginning of 3rd grade level text with 74% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will decode a beginning of 4th grade level text with 85% accuracy as measured by running records and teacher collected data. MLR.R.EA.3

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)):

Jack is currently answering comprehension questions regarding a beginning of 3rd grade level text with 50% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. MLR.R.EA.12

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)):

Jack writes a 3 paragraph essay 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 10/2025, given specially designed instruction, Jack will write a 3 paragraph essay in 4 out of 5 opportunities as measured by work samples and teacher collected data. MLR.W.EA.3

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)):

Jack is able to add and subtract multi-digit numbers with regrouping with 20% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will add and subtract multi-digit numbers with regrouping with 85% accuracy as measured by work samples and teacher collected data. MLR.QR.EA.3

Objective(s) required? ☐ Yes ☒ No

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

Remember:
Each distinctly
 measurable and
 persistent skill gap
 requires a present level
 and measurable goal.

Academic

C. Based on evaluative information in **4A**, what are the
 and **how** do they affect the child's involvement?

- **Reading decoding**
- **Reading comprehension**
- **Essay composition**
- **Multi-digit addition/subtraction**

**These academic deficits impact Jack's at
 level writing and math assignments.**

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

Jack is currently decoding a beginning of 3rd grade level text with 74% accuracy.

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

Progress:

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

**By 10/2025, given specially designed instruction, Jack will decode a
 beginning of 4th grade level text with 85% accuracy as measured
 by running records and teacher collected data. MLR.R.EA.3**

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)):

**Jack is currently answering comprehension questions regarding a beginning of 3rd grade level
 text with 50% accuracy.**

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

Progress:

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

**By 10/2025, given specially designed instruction, Jack will answer
 comprehension questions regarding a beginning of 4th grade level
 text with 75% accuracy as measured by curriculum based
 assessments and teacher collected data. MLR.R.EA.12**

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)):

Jack writes a 3 paragraph essay 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 10/2025, given specially designed instruction, Jack will write a 3
 paragraph essay in 4 out of 5 opportunities as measured by work
 samples and teacher collected data. MLR.W.EA.3**

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)):

Jack is able to add and subtract multi-digit numbers with regrouping with 20% accuracy.

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

Progress:

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

**By 10/2025, given specially designed instruction, Jack will add and
 subtract multi-digit numbers with regrouping with 85% accuracy as
 measured by work samples and teacher collected data.**

MLR.QR.EA.3

Objective(s) required? ☐ Yes ☒ No

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

Let's try another...



Let's Review...



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Why is this noncompliant?

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

Margaret is demonstrating reading skills at the 4th grade level.

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

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

By 9/17/2022, given specially designed instruction, Margaret will demonstrate reading skills at the 5th grade level, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

✓ Goal is not measurable

Instead...



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

Margaret demonstrates reading fluency of 37% when presented with a 3rd grade reading passage.

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

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

By 9/17/2023, given specially designed instruction, Margaret will demonstrate reading fluency of 80% when presented with a 3rd grade reading passage. CITATION HERE

One more...



Let's Review...



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How can we improve this goal?

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

Jack is able to read with sufficient accuracy and fluency to support comprehension with 40% accuracy.

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

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

Progress:

By 10/2025, given specially designed instruction, Jack will read with sufficient accuracy and fluency to support comprehension with 80% accuracy as measured by data collection. MLR.R.12.EA

Objective(s) required? ☐ Yes ☐ No

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

- ✓ Focus on one skill
- ✓ Goal written based on skill gap not copied from standard

Instead...



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

Jack is currently answering comprehension questions regarding a beginning of 3rd grade level text with 50% accuracy.

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

Progress:

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

By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. MLR.R.EA.5

Objective(s) required? ☐ Yes ☒ No

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




**Join us for Part 2 of
Compliant vs. Good at our
next office hours 2/12/2025**



MAINE DEPARTMENT
OF EDUCATION

**Office Hours: IEP –
Compliant vs. Good Part 2
2/12/2025**

Presented by: The OSSIE Supervision, Monitoring and Support Team

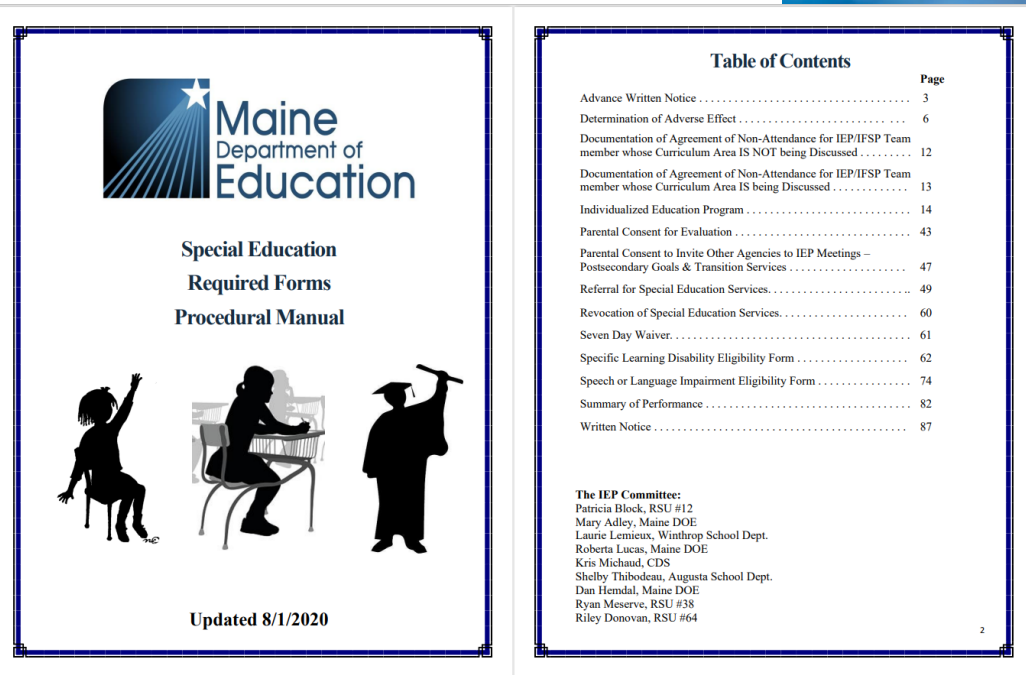


Resources



Resources

Procedural Manual



Resources

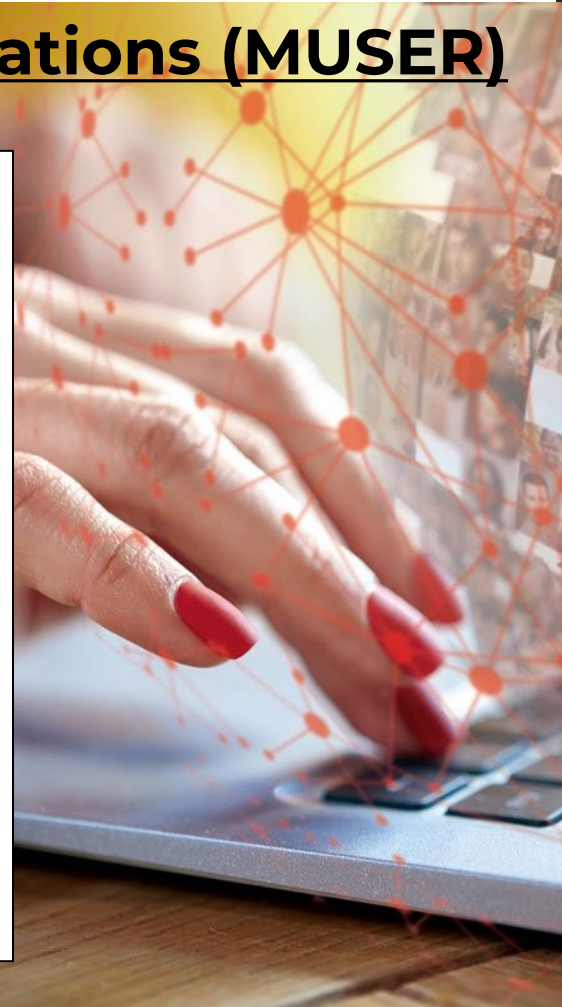
Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty-Two

Effective Date: July 26, 2024



Resources

2024-25 Cohort IEP Quick Reference Document

*Compliance
*Best Practice



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site:

Date IEP Sent to Parent:

FOT7- Compliance:

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

1. CHILD INFORMATION

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

2. DISABILITY

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

Compliance:

☐ Only one disability checked, unless Multiple Disability is checked

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



Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[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	Compliant vs Good IEPs Part 2 Registration Link
Wednesday 2/26/25	Accommodations and Services	Accommodations & Services Registration Link
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.

Use the link to complete the form
on your computer

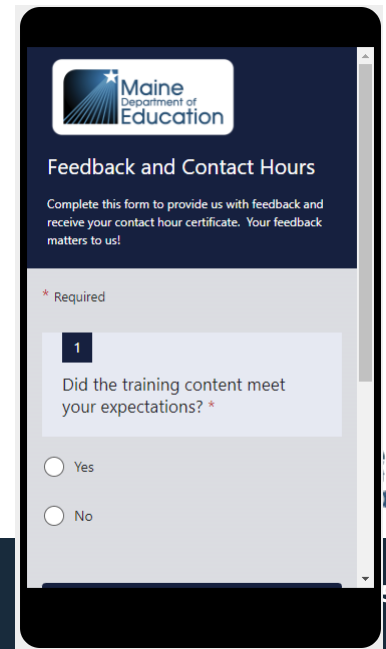
OR

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

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

 **YOUR
VOICE
MATTERS.**

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The image shows a smartphone screen displaying the 'Feedback and Contact Hours' form. The form header includes the Maine Department of Education logo and the title 'Feedback and Contact Hours'. Below the title, it says 'Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!'. The form contains a required question: 'Did the training content meet your expectations? *'. There are two radio button options: 'Yes' and 'No'. The 'Next' button is visible at the bottom of the form.



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