



**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 2 2/12/2025



Presented by: The OSSIE Supervision, Monitoring and Support Team



Our Agenda

1. Team Introductions
2. Compliant vs Good: IEP Sections 4-8
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

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**.



If you missed Part 1 of
Compliant vs. Good a
recording will be available
soon on our website
[Professional Learning](#)



MAINE DEPARTMENT
OF EDUCATION

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

Presented by: The OSSIE Supervision, Monitoring and Support Team



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
(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 4D – Compliance & Best Practice

- 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?

FDP2- Compliance:

- ☐ **Functional and Developmental**
- ☐ **Distinctly measurable and persistent skill gaps**
- ☐ **Best Practice: Documented in a bulleted list**
- ☐ **Best Practice: Focus on specific skill deficits e.g., self-initiation, organization, etc.**

FDP7- Compliance:

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

FDG1- Compliance:

- ☐ **Every Functional and Developmental skill gap in Section 4D and 4E is aligned to a goal in Section 5**

Skill Deficits/Gaps –

Consider the following: Might Include (there are others)

<u>Broad Functional Areas</u>	<u>Specific Skills</u>
Cognitive	Problem Solving, Self Awareness, Peer Interactions, Self Initiation or similar
Communicative	Articulation, Following Directions, Answering Wh- Questions, Turn-Taking, Grammar or similar
Motor (Fine/Gross)	Coloring, Cutting, Walking, Stairs or similar
Adaptive	Toileting, Handwashing, Cooking, Eating, Dressing, Bathing or similar
Social/Emotional	Peer Interactions, Self Regulation, Communication, Pragmatic Skills or similar
Sensory	Processing, Self Advocacy, Attention to Task, Self Regulation or similar

Distinctly
Measurable and
Persistent Gaps
(Needs)



How Statement

Student Needs

How Statement

(Cognitive) Mary's deficits in problem solving	impact her ability to safely engage with peers at grade level.
(Communicative) Sarah's deficits with answering wh-questions	impact her ability to contribute to group projects.
(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 during large group lessons.

Section 4D – Compliance & Best Practice

Best Practice:

- Focus on specific skill deficits
- Document in a bulleted list

Section 4D-Functional gaps

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?

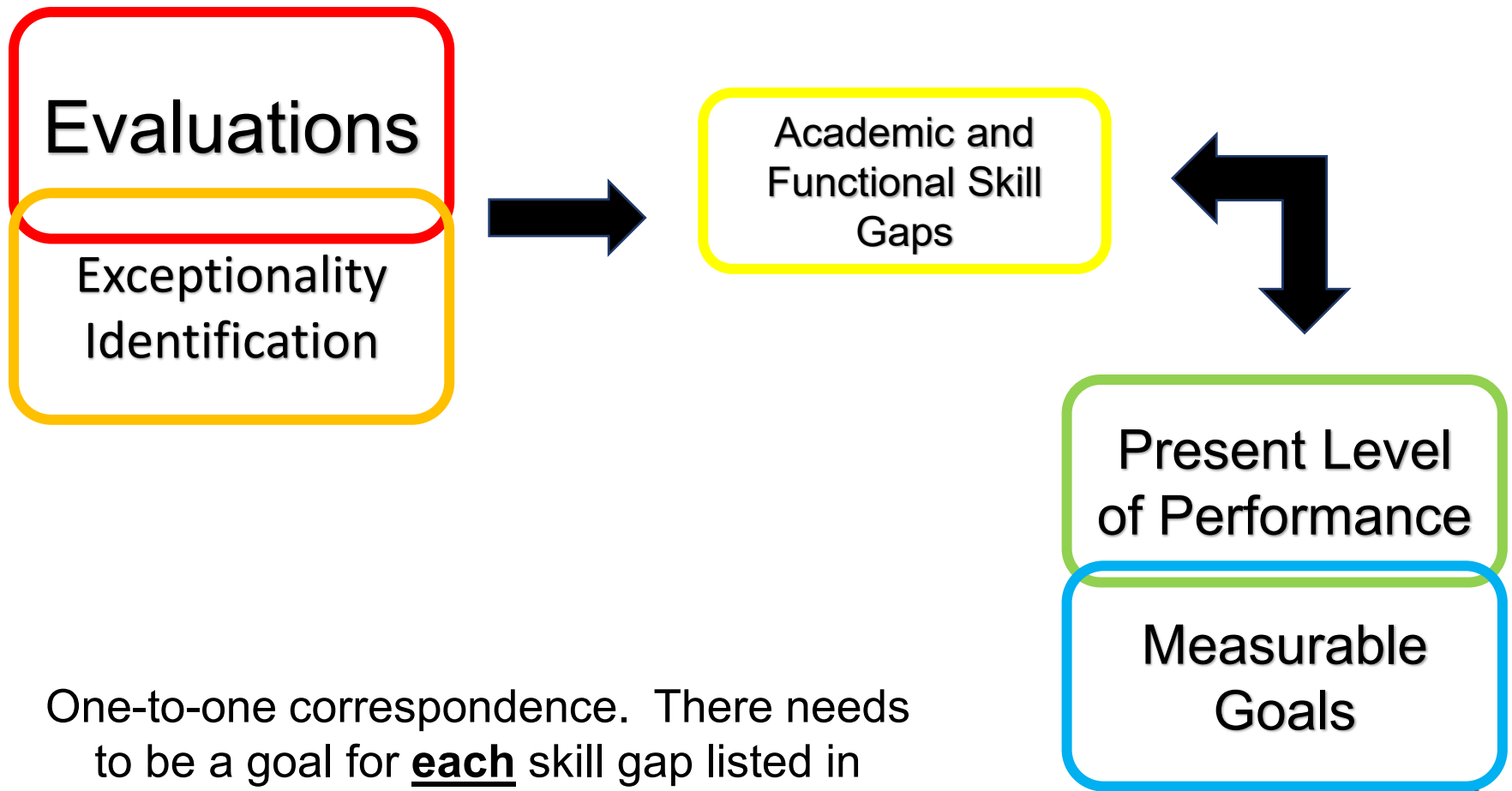
- **Handwriting**

Deficits with motor planning affect Jack's ability to write legibly.

- **Responding to questions**

Jack's language delays affect his ability to communicate clearly and effectively within the classroom setting during instructional time with both his peers and teaching staff.

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.

Measurable Goal for each distinctly measurable and persistent skill gap.

Functional

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?

- **Handwriting**

Deficits with motor planning affect Jack's ability to write legibly.

- **Responding to questions**

Jack's language delays affect his ability to communicate clearly and effectively within the classroom setting during instructional time with both his peers and teaching staff.



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

Jack can currently complete writing tasks with no letter reversals and correct placement of letters on the line in 1 out of 5 opportunities.

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

Progress:

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

By 10/2025, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 4 out of 5 opportunities as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

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

Jack appropriately responds to verbal and written questions with 47% 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 speech/language therapy, Jack will appropriately respond to verbal and written questions with 80% accuracy as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

Section 5

(Functional/Developmental) – Compliance & Best Practice

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

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

- ☐ **Best Practice: Present level is baseline data for the corresponding goal**
- ☐ **Best Practice: Avoid a range of date (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.

FDP5- 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., self-initiation, organization, etc.**
- ☐ **Best Practice: Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, work samples**

FDP6- Compliance:

- ☐ **Every goal in Section 5 needs to be aligned to a service in Section 7**

Section 5: Functional/Developmental Performance – Goals

Best Practice:

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

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

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

Jack can currently complete writing tasks with no letter reversals and correct placement of letters on the line in 1 out of 5 opportunities.

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

Progress:

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

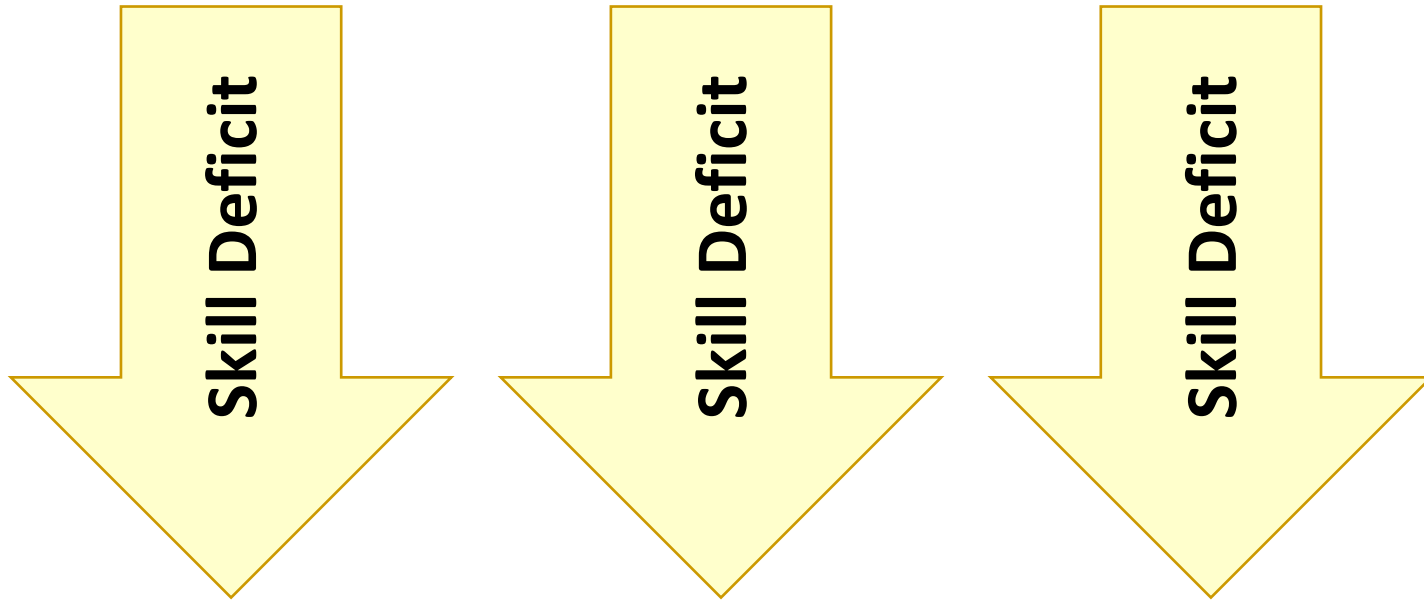
By 10/2025, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 4 out of 5 opportunities as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

What are the outcomes/how are they being affected in the gen ed curriculum?
What are the skill deficits that interfere with their ability to get there?

Then... what will we teach them?



**How the deficits/gaps affect access to
the gen ed curriculum**

Examples might include:

Articulation

**Answering Wh-
Questions**

Vocabulary

**Receptive/Expressive language skills
on Grade Level**

- Jack is in sixth grade and has been identified with an Other Health Impairment (ADHD).
- There are evaluations to support this, and they are documented in Section 4A.
- His IEP team identified the following specific skill deficit/How in 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?

- **Handwriting**

Deficits with motor planning affect Jack's ability to write legibly.

- **Responding to questions**

Jack's language delays affect his ability to communicate clearly and effectively within the classroom setting during instructional time with both his peers and teaching staff.



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

Jack can currently complete writing tasks with no letter reversals and correct placement of letters on the line in 1 out of 5 opportunities.

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

Progress:

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

By 10/2025, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 4 out of 5 opportunities as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

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

Jack appropriately responds to verbal and written questions with 47% 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 speech/language therapy, Jack will appropriately respond to verbal and written questions with 80% accuracy as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

Jack



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?

Social/Emotional

- Identify feelings in self and others
- Identify self-regulation strategies

These gaps affect Jack's ability to maintain self-regulation in the classroom.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):
When presented with photos, Jack identifies the correct feeling in 45% of trials.

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

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

By December 2025, given direct Social Work services, Jack will identify basic feelings in himself and others in 75% of opportunities as measured by weekly data collection.

Objective(s) required? ☐ Yes ☒ No

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

By April 2025, given direct Social Work services, Jack will identify basic feelings in himself and others in 55% of opportunities as measured by weekly data collection.

By September 2025, given direct Social Work services, Jack will identify basic feelings in himself and others in 65% of opportunities as measured by weekly data collection.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):
Jack can identify 3 different self-regulation strategies in 0% 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 December 2025, given direct Social Work services, Jack will identify 3 different self-regulation strategies in 55% of opportunities as measured by weekly data collection.

Don't Forget...

Reminder

Best Practice:

Focus each goal on one specific skill deficit

**Measure the goal using skill specific
measurements/assessments, data collection,
work samples**

Remember

Don't Forget!

Section 5: Functional/Developmental Performance

When are short-term objectives required?

- Short-term objectives are never required for functional goals but always allowed.
- Goals are for the life of the IEP (1 year)
- Objectives are short-term (less than 1 year)

short-term



[shawrt-turm]

☒ Phonetic (Standard) ☐ IPA

adjective

- 1 covering or applying to a relatively short period of time.
- 2 maturing over a relatively short period of time:
a short-term loan.

Source: Dictionary.com

Section 5: Functional/Developmental Performance – Goals

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

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

Jack can currently complete writing tasks with no letter reversals and correct placement of letters on the line in 1 out of 5 opportunities.

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

Progress:

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

By 10/2025, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 4 out of 5 opportunities as measured by work samples and teacher collected data.

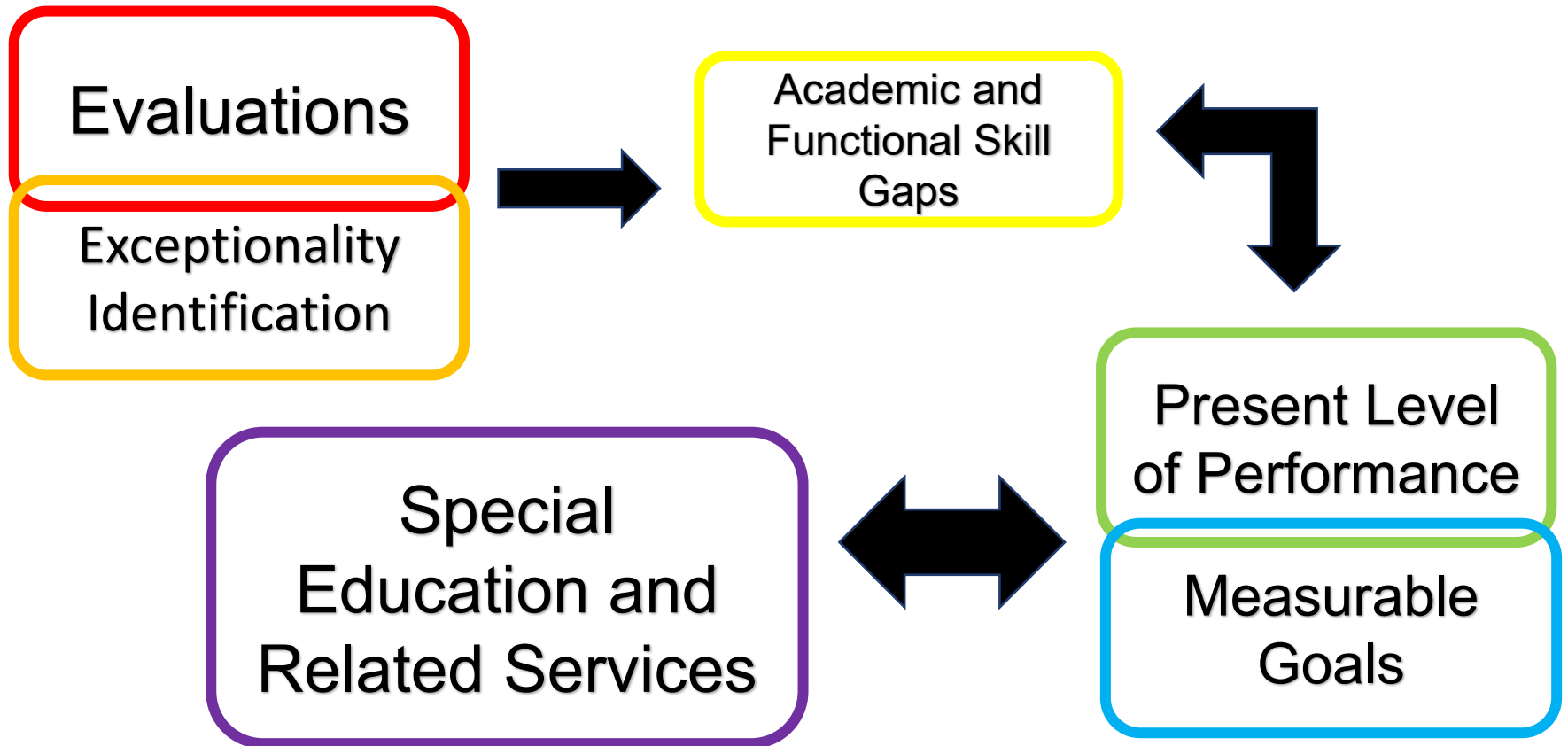
Objective(s) required? ☐ Yes ☒ No

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

By 1/2026, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 2 out of 5 opportunities as measured by work samples and teacher collected data.

By 6/2026, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 3 out of 5 opportunities as measured by work samples and teacher collected data.

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



Service for each Measurable Goal

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

Jack can currently complete writing tasks with no letter reversals and correct placement of letters on the line in 1 out of 5 opportunities.

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

Progress:

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

By 10/2025, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 4 out of 5 opportunities as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

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

Jack appropriately responds to verbal and written questions with 47% 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 speech/language therapy, Jack will appropriately respond to verbal and written questions with 80% accuracy as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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



Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	Speech/Language Pathologist	Special Education	120 min/month	10/15/2024- 10/14/2025
Occupational Therapy	Occupational Therapist	Special Education	120 min/month	10/15/2024- 10/14/2025

Chat Box Check In



Section 6 – Supplementary Aids, Services, Modifications and/or Supports Compliance

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			

SAS1- Compliance:

- ☐ Teaching supports/tools included for student to be successful in general education and special education
- ☐ MUST fill all boxes across the row – if a supplementary aid, service, modification and/or support is listed-check when/where can be used, fill location, frequency, and duration
- ☐ Ed techs, BHPs, related service assistants, collaborations between staff are listed here, NOT the service grid

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)).

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

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			

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
*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 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			

No blank boxes

“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 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 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

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

Section 6B – Alternate Assessment Compliance

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.

ALT1- Compliance:

- ☐ If 'Yes', an explanation **MUST** be present
- ☐ The IEP team decides, based on the Participation Decision Flowchart, if the child participates in the

Alternate Assessments

ALT2- Compliance:

- ☐ If the child does participate, their academic goals **MUST** have 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.**

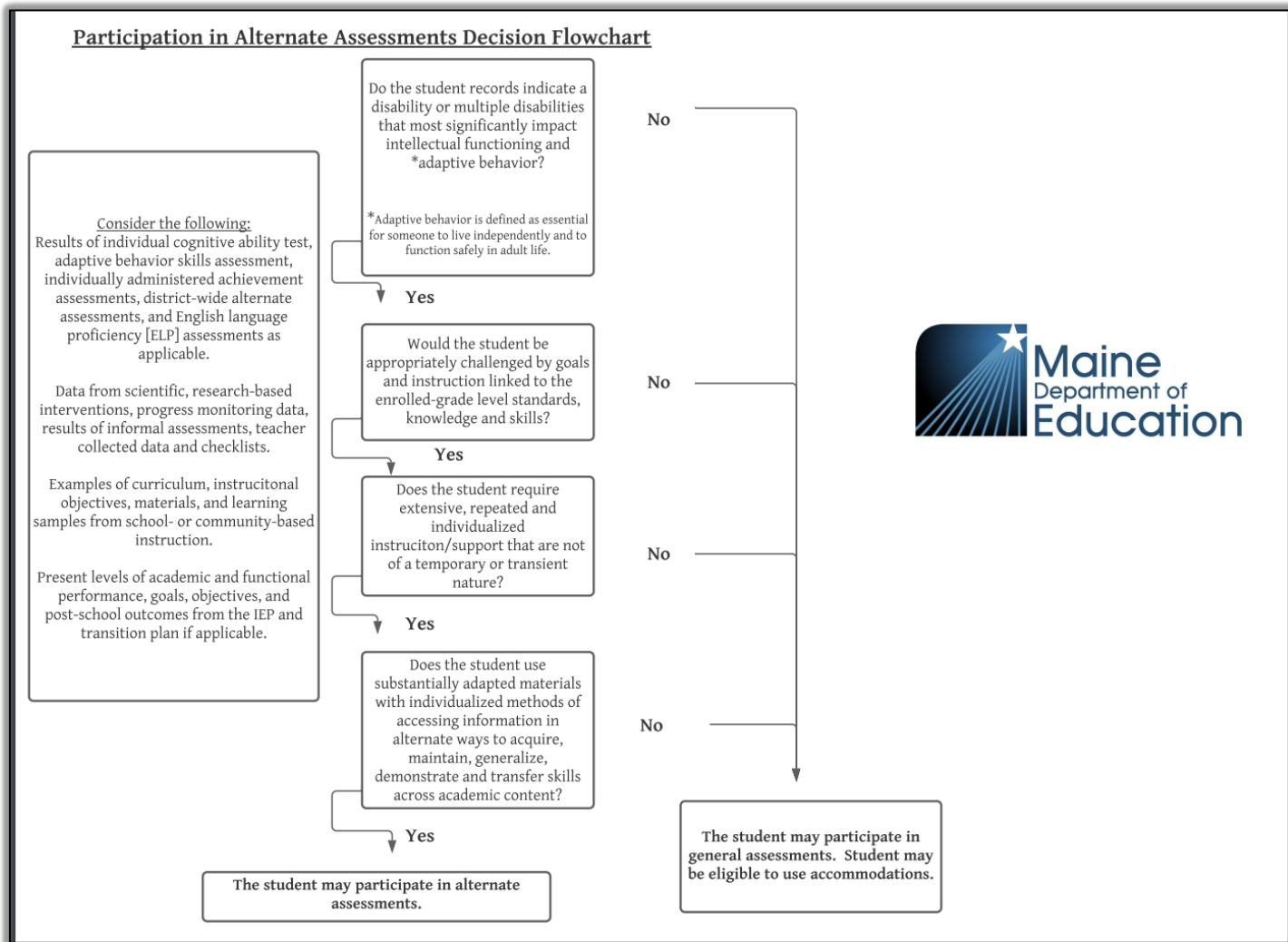
☐ No, the child does not meet the qualifications and will be participating in regular education state and district-wide assessments.
☐ Not applicable

Best Practice: Do not leave blank

If the child requires the alternate assessment:

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

Section: 6B Alternate Assessment



<https://www11.maine.gov/doe/learning/special/assessment>

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

Resources

- [Maine Through Year Assessment Overview | Maine Department of Education](#)
- [Multilingual Learners with Disabilities| Maine Department of Education](#)
 - [Multilingual Learner Document](#) – link to recorded training
- [MSAA Overview | Maine Department of Education](#)

Section 7 – Special Education and Related Services Compliance & Best Practice

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

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

SVC2- Compliance:

- ☐ Child's needs drive services and frequency, not school schedule
- ☐ Location can be Special Education, General Education or Both
- ☐ Document frequency in parent friendly, understandable terms
- ☐ Service time is actual delivery time of SDI provided
- ☐ Do NOT include content areas (SS, Science) in Service Grid
- ☐ Responsible position is certified staff only (no ed tech or assistants)
- ☐ **Best Practice:** Every service in Section 7 needs to align to a goal in Section 5, including consultation

SVC4- Compliance:

- ☐ All services are found on service provider schedules

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 –

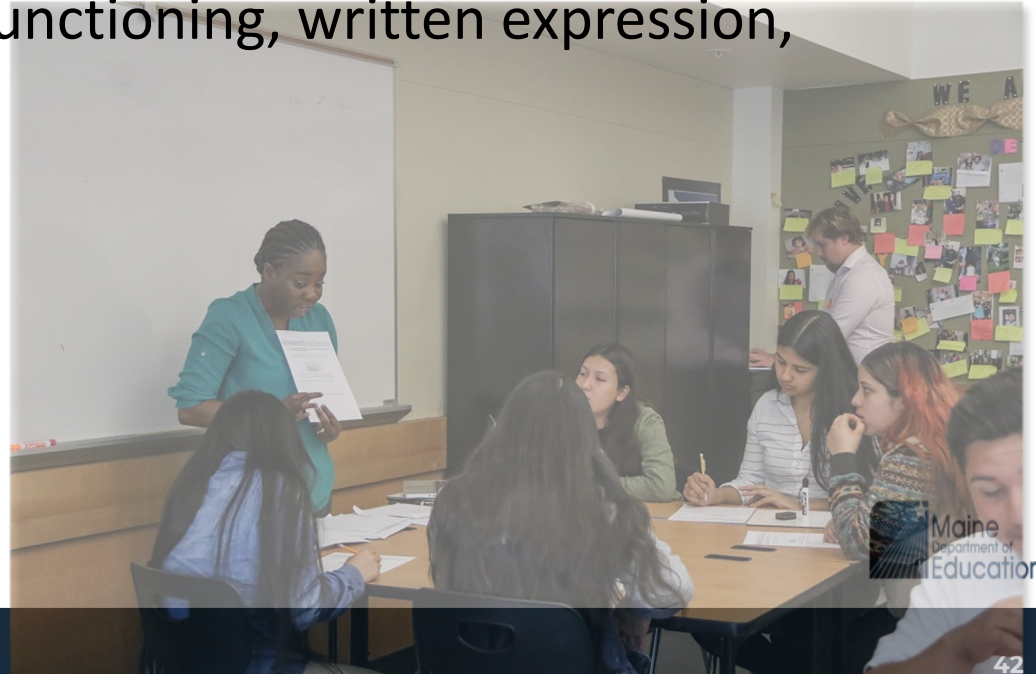
Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Education Teacher	Special Education	30 minutes per week	10/15/2024- 10/14/2025

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. should not be identified in the service grid.
- Do not write goals around Social Studies, Science, Health etc.
- If a student requires support in one of these content areas, SDI should be 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.

- **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

Regular Education Teacher/Occupational Therapist Collaboration	<input type="checkbox"/> State Assessment <input checked="" type="checkbox"/> Other	General Education Setting	As Needed	11/14/2022- 11/13/2023
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 **Goal**

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

Section 7 – Services are provided according to the IEP

For each IEP reviewed, complete the chart (below) for each service the student receives OR provide schedules of providers (special education and related services) showing when students receive their 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 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
Speech/Language Services Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	Speech/Language Pathologist	Special Education	120 min/month	10/15/2024-10/14/2025
Occupational Therapy	Occupational therapist	Special Education	120 min/month	10/15/2024-10/14/2025

Student Name	Direct and related services required as stated on service grid of IEP	Person providing the service	When seen by the provider	Frequency of each session	Notes
Example: J. Doe	SDI Reading	Page Turner	M-F	60 min	
	SDI Writing	Page Turner	M-F	30 min	
	SDI Math	Page Turner	M-F	45 min	
	Speech/Lang	Emma Articulate	Thursday	30 min	
	OT	Joe Visual	Monday	30 min	
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Chat Box Check In



Section 8 – Least Restrictive Environment Compliance

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)

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

LRE3- Compliance:

☐ **Percentage of time with same age peers is recorded**

General Education Setting

Special Education Setting

More than or equal to
10 hours

☐

Less than 10 hours

☐

Total # of hours:

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

LRE1- Compliance:

☐ **Include how the nature and severity of the disability affects the student's ability to be with same-age peers**

FOR K-12 ONLY

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

LRE3- Compliance:

☐ **Percentage of
time with same
age peers is
recorded**

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)):

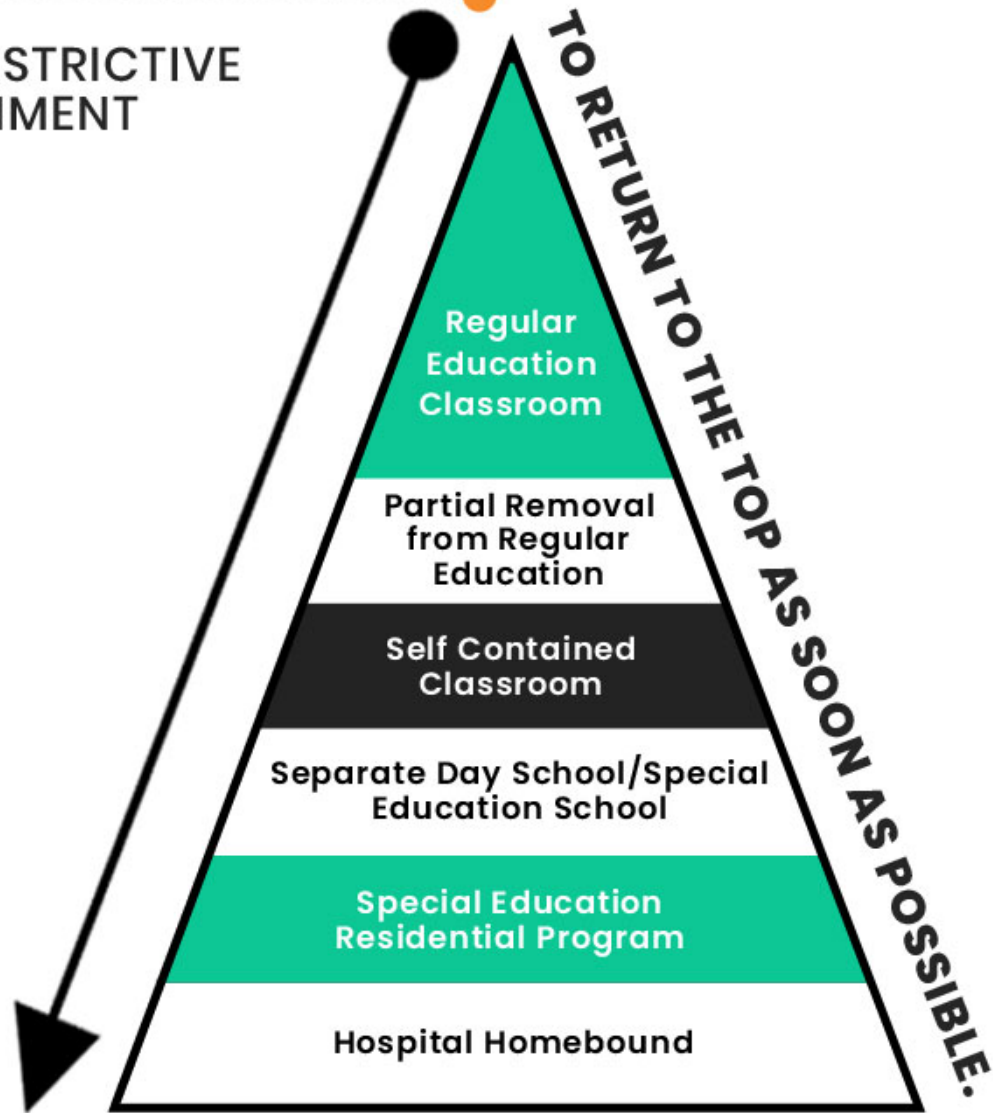
LRE1- Compliance:

☐ **Include how the nature and severity of the disability affects the student's ability to be with same-age peers**

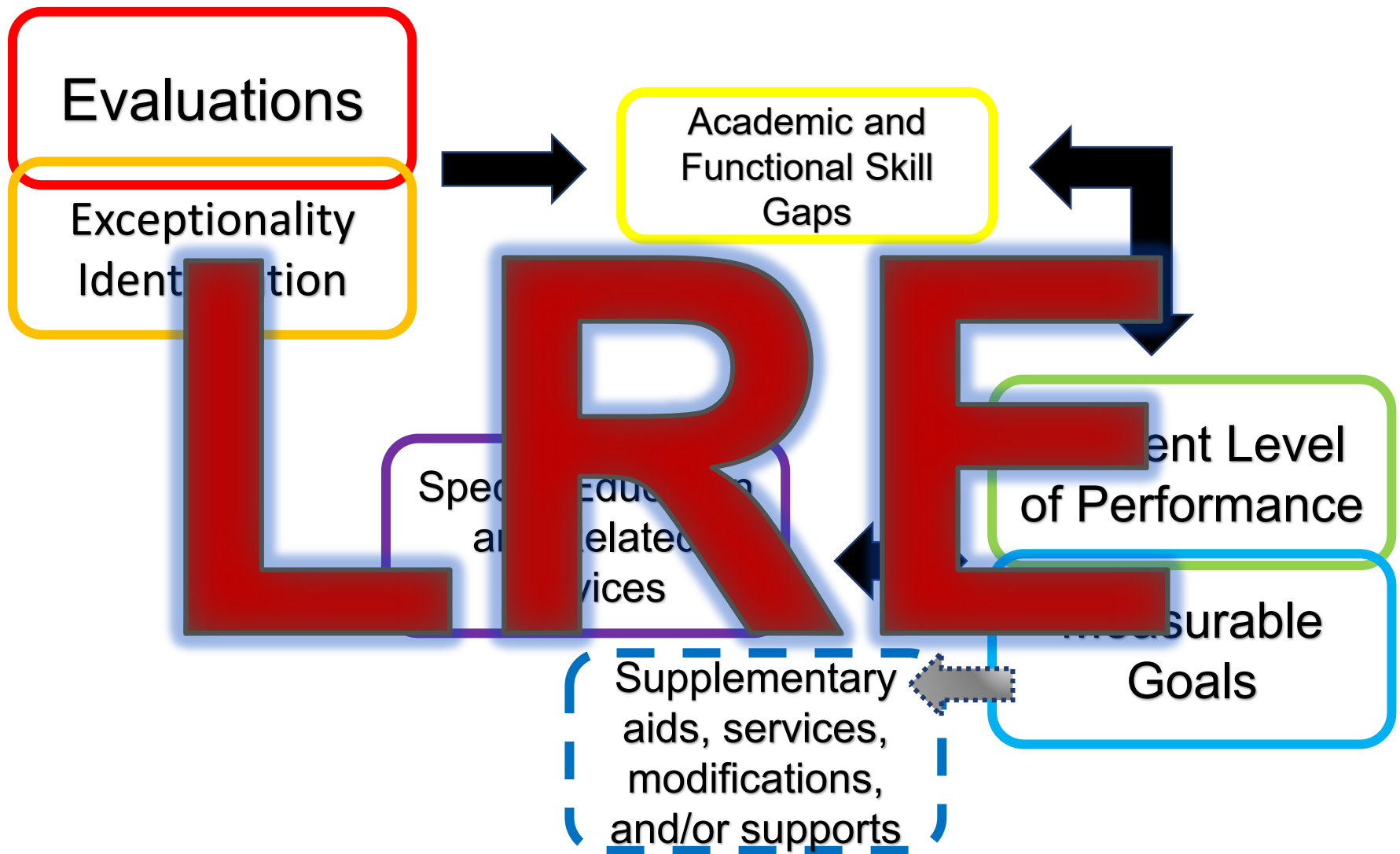
Section 8: Least Restrictive Environment

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

LEAST RESTRICTIVE
ENVIRONMENT



MOST RESTRICTIVE
ENVIRONMENT



Section 8: Least Restrictive Environment

- LRE is about the student's access to general education instruction
 - Working on completely different skills or a subset of skills than what their peers are learning, within the general education classroom, is **not LRE**
 - Working on a subset of skills of the general education content, within the general education, classroom **is LRE**
- **When in the general education setting, are they receiving the same access to general education curriculum as their peers?**

Section 8: Least Restrictive Environment

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)

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

General Education Setting

Special Education Setting

More than or equal to
10 hours
☐

Less than 10 hours
☐

Total # of hours:

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

FOR K-12 ONLY

What percentage of
time is this child with
non-disabled children?
73%

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

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



Let's Review...



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Why is this noncompliant?

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

Jack has moderate deficits with receptive language.

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 speech/language therapy, Jack will improve his receptive language skills as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☐ No

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

✓ Goal is not measurable

Instead...



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

Jack appropriately responds to verbal and written questions with 47% 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 speech/language therapy, Jack will appropriately respond to verbal and written questions with 80% accuracy as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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



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Let's Review...



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Why is this noncompliant?

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- 10/15/2025
Specially Designed Instruction Science	Special Education Teacher	Regular Education	45 minutes per week	10/15/2024- 10/15/2025

- ✓ SDI in Science
- ✓ Duration is greater than 364 days

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

Try this



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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				

Just One More



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What's wrong?

Why is this noncompliant?



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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? 33%	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)): Jack attends all specials as well as lunch and recess with his peers but receives specially designed instruction 18 hours/week and speech/language therapy 2 hours/week		

- ✓ Does not address the nature and severity of the disability
- ✓ Restates the service grid

Instead...



8. LEAST RESTRICTIVE ENVIRONMENT

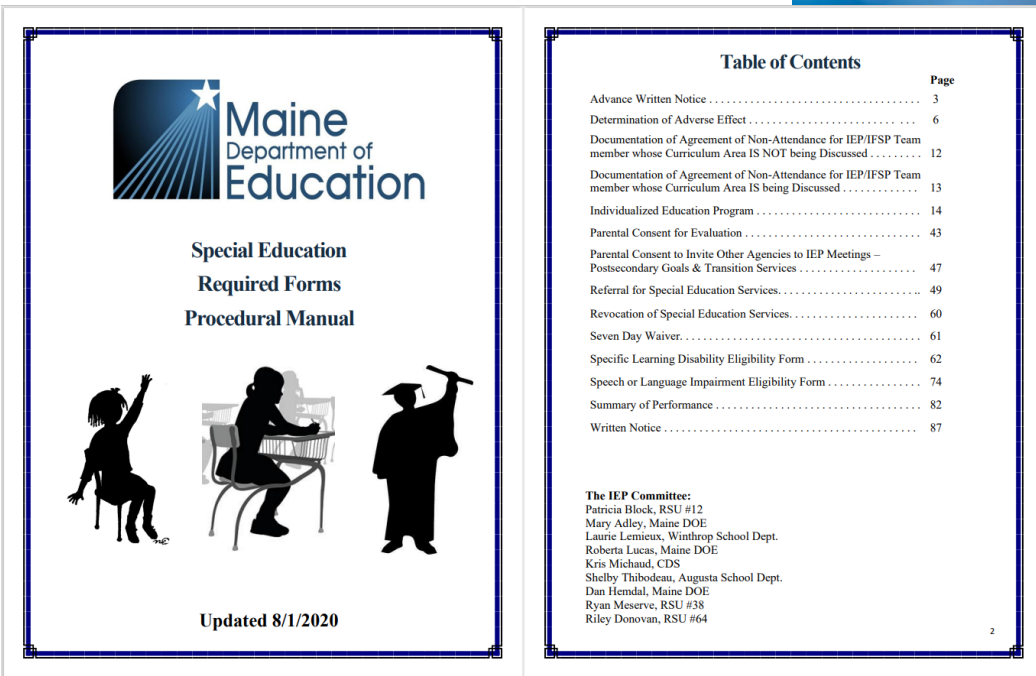
FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
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? 54%	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)): Jack's Other Health Impairment due to ADHD is to such a degree that he requires small group instruction in the special education setting.		

Resources



Resources

Procedural Manual



Resources

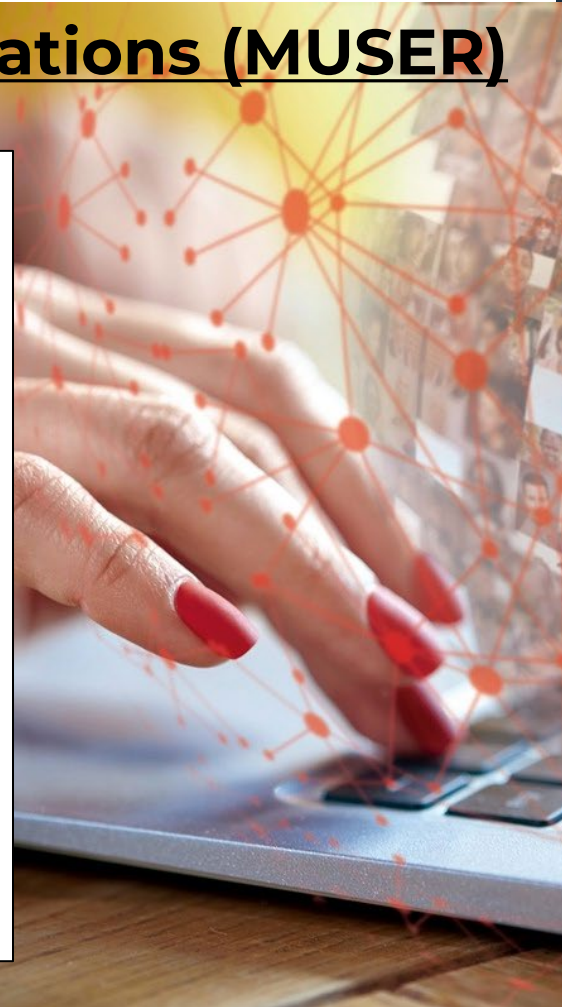
Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty-Two

Effective Date: July 26, 2024



Resources

2024-25 Cohort IEP Quick Reference Document

*Compliance
*Best Practice



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site:

Date IEP Sent to Parent:

FOT7- Compliance:

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

1. CHILD INFORMATION

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

2. DISABILITY

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

Compliance:

☐ Only one disability checked, unless Multiple Disability is checked

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

Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)



2024-25 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>	
Wednesday 9/11/24	Resources	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	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.



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



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