

Welcome!

Please put the following in the Chat Box:

1. Name, School and/or District and Role



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

**We will have a stretch break
built into the presentation.**



IEP Development and FAPE

**Maine DOE
Office of Special Services and Inclusive Education
Supervision, Monitoring, and Support Team**

Updated September 2024

Agenda

1. Introductions
2. IEP Sections 1-4
3. Endrew F and data analysis
4. IEP Sections 5-8
5. Resources



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Meet the Supervision, Monitoring and Support Team



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The background of the slide is a dense, overlapping pattern of red arrows pointing in various directions. Interspersed among the arrows are black question marks. The arrows have a white outline and a slight 3D effect with a gradient. The question marks are solid black.

Share in chat,

- **something you want to get clarification around and/or**
- **have questions about, related to the IEP?**

Section 1: SAU, Date Sent to Parent and Child Information

SAU or CDS Site:

Date IEP Sent to Parent:

1. CHILD INFORMATION

Child's Name:

Date of Birth:

Age:

Grade:

School/Program:

Parent/Guardian Name:

Child's Address:

City, State, ZIP:

Annual Date of IEP Meeting:

Duration of the IEP:

Date of Next Annual IEP Meeting:

Date of Re-Evaluation:

Date(s) of Amended IEP:

Case Manager:

State Agency Client? ☐ YES ☐ NO

Section 1: SAU, Date Sent to Parent and Child Information

SAU or CDS Site:

Date IEP Sent to Parent:

1. CHILD INFORMATION

Child's Name:

Date of Birth:

Age:

Grade:

School/Program:

Parent/Guardian Name:

Child's Address:

City, State, ZIP:

Annual Date of IEP Meeting:

Duration of the IEP:

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Date of Re-Evaluation:

Date(s) of Amended IEP:

Case Manager:

State Agency Client? ☐ YES ☐ NO

Section 1: SAU, Date Sent to Parent and Child Information

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: SAU, Date Sent to Parent

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**

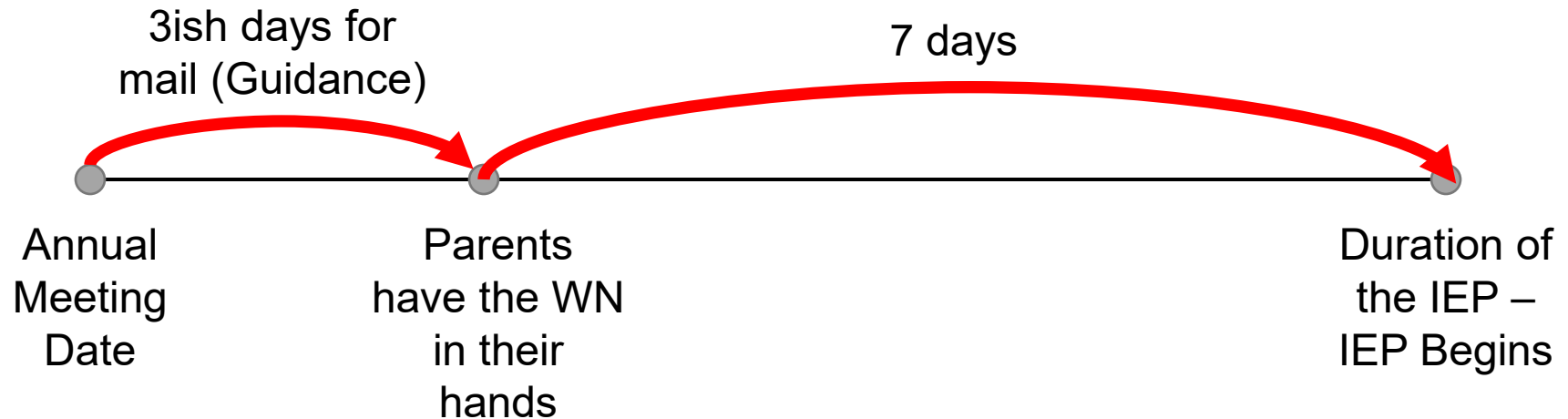
Duration of the IEP: **10/15/2024-10/14/2025**

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 1: Annual Date of IEP & Duration of IEP



10/5/24

Must hold next annual on or before 10/14/25.

10/8/24

10/15/24



Duration of IEP can only run 364 days. Therefore, IEP must end 10/14/25

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**



Written Notice: Timeline Consideration

- **Parent(s)** can waive their right to 7-day notice
 - Implement IEP sooner than 7 days
 - 7 Day Waiver form (optional)
- Must be documented in the Written Notice

1. Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:
 - The child's **parents** waived their right to 7-day notice prior to the IEP implementation, and agreed to make the IEP effective starting the next day.

**When can a parent/guardian NOT
waive their 7-day notice?**



Put your thoughts in the Chat Box



Parents cannot waive their 7-day notice if:

 they do not attend the meeting



- (ii) Consent for services.--An SAU that is responsible for making a free appropriate public education available to a child with a disability under this part must obtain **informed consent from the parent** of such child before providing special education and related services to the child. The SAU must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.[34 CFR 300.300(b)(1,2)]

Section 2: Disability

A child with a Disability is an Individual Who –

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

Section 2: Disability

2. DISABILITY

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

MUSER – Maine Unified Special Education Regulations

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

Eligibility and Related Forms

We have an Office Hour presentation from 9/28/22 that focused on the Eligibility Process and all related forms.

Referral to Special Education



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IEP Plan Alignment

Considerations AND Current Evaluation and Progress Results

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

Academic, Functional and Developmental Strengths

Distinctly
Measurable and
Persistent Gap(s) in
Academic
Performance + How
Statement

Present
Level

Annual
Goal(s)

Service(s)

Annually Updated and review of
Supplementary Aids, Services
and/or Supports

Distinctly
Measurable and
Persistent Gap(s) in
Functional
Performance + How
Statement

Present
Level

Annual
Goal(s)

Service(s)

Least Restrictive Environment
(LRE)

Section 3: Considerations

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.

If considerations are checked yes, they may be addressed in Section 6

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 (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
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 4 – Academic and Functional/Developmental Evaluations, Strengths, and Needs (MUSER IX.3.C.(1))

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

- | | |
|----|--|
| A. | Results of all initial evaluations or most recent evaluations of the child: |
| B. | Beyond the evaluative information in 4A , what are the academic, functional, and/or developmental strengths of the child? |
| 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? |
| 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? |
| E. | If appropriate, what are the developmental needs of the child, and how do they affect the child's involvement and progress in the general education curriculum? |

Section 4A – Results of All Evaluations

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MCA 19.3.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: Academic, Functional and/or Developmental Strengths

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?

Academic

- Reading
- Writing
- Listening
- Speaking
- Mathematical Problem Solving



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Section 4C: Distinctly Measurable and Persistent Gaps in Academic Performance and “How” Statement

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?

Identification of the distinctly measurable and persistent gaps in Academic performance

AND

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

Distinctly
Measurable and
Persistent Gaps



How Statement

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.

Functional

- Cognitive
- Communicative
- Motor
- Adaptive
- Social/Emotional
- Sensory



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Section 4D: Distinctly Measurable and Persistent Gaps in Functional Performance and “How” Statement

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

Identification of the distinctly measurable and persistent gaps in Functional performance

AND

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

Distinctly
Measurable and
Persistent Gaps



How Statement

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 4E: Developmental Needs and “How” Statement

- E. If appropriate, what are the **developmental needs** of the child, and **how** do they affect the child’s involvement and progress in the general education curriculum?

Identification of the distinctly measurable and persistent gaps in Developmental performance

AND

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

Distinctly
Measurable and
Persistent Gaps



How Statement

Functional and Developmental Goals

“Functional performance means how the child demonstrates his/her skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas.” (MUSER II.15)

Which is it?

Functional Goal(s)

Lifelong skills deficit(s) that the IEP team feels the child will not “outgrow”.



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Developmental Goal(s)

Lagging skill deficit(s) that the IEP team feels the child may “outgrow”.

4C, 4D, 4E: Distinctly Measurable and persistent skill gaps –

Compliance:

- Do not include or reference:
 - Evaluation Results
 - Standard Scores
- List skill gaps

Best Practice:

- Avoid broad areas (e.g., reading, writing, math)
- Focus on specific skill deficits (e.g., fluency, conventions, addition/subtraction)
- Document in a bulleted list

Distinctly Measurable and Persistent Gaps AND How Statement

Section 4C-Academic gaps

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

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

These academic deficits impact Jack's ability to access grade level texts and understand grade level writing and math assignments.

Remember:
You must include **BOTH** components.

Section 4D-Functional gaps

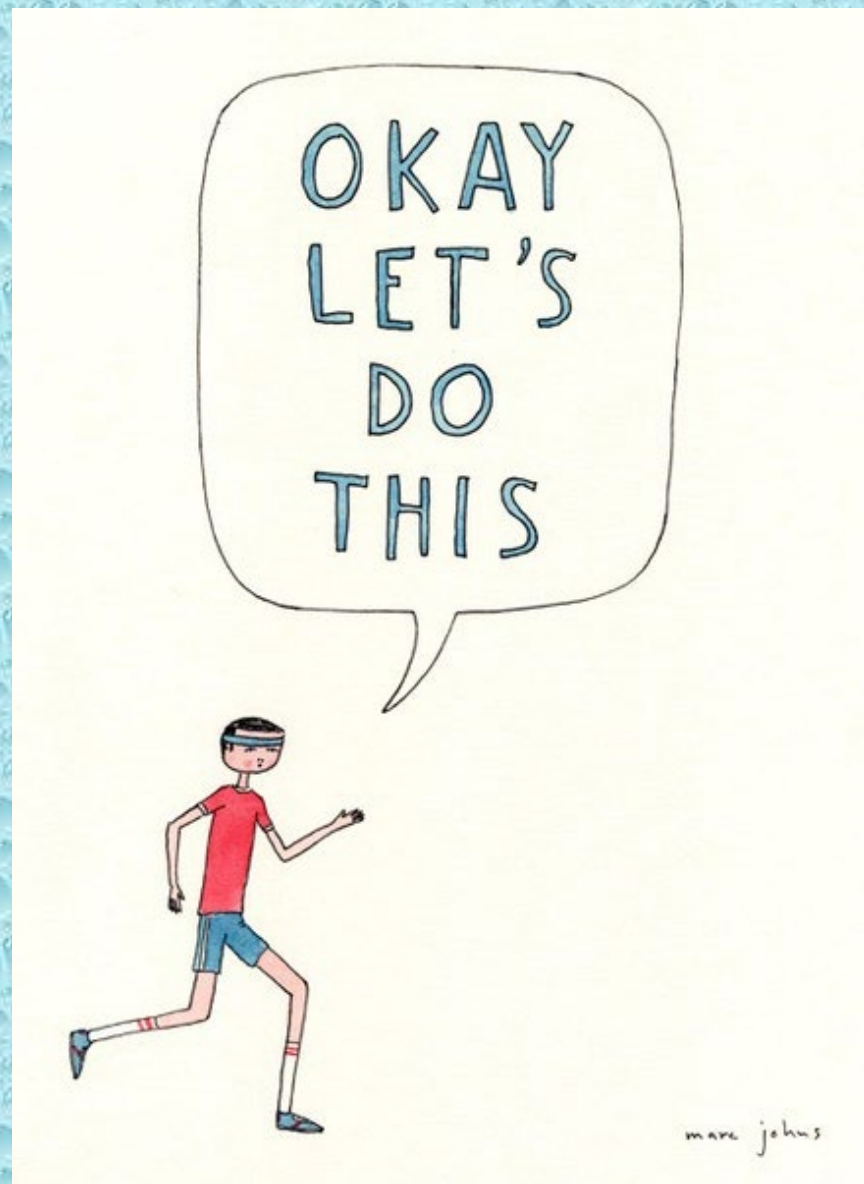
D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- 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.



Let's Review –

Section 4A



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4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

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

Psychoeducational Report

WISC-5

Verbal Comprehension 75

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

Verbal Memory Index Score 64

CTOPP-2

Phonological Memory 61

Rapid Naming 58

Why is this noncompliant?

- ✓ No dates for evaluations
- ✓ No scores to support strengths

Instead...



4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.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

Let's try again...



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Let's Review – *Section 4B*



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Why is this noncompliant?

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

N/A

- ✓ No strengths documented
- ✓ Do not leave this blank or N/A

Instead...



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

Jack has a strength with nonverbal, fluid reasoning and strong visual-spatial reasoning skills. He also has a relative strength in math. Jack shows strong social skills and gets along well with his peers.

Let's try another...



Let's Review – *Section 4C*



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Why is this noncompliant?

- 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?

Jack's oral reading is a 65 and his written expression is a 74.

- ✓ Standard scores from evaluations were used
- ✓ No "how" statement

Instead...



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

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

These academic deficits impact Jack's ability to access grade level texts and understand grade level writing and math assignments.

Best Practice:

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

One more...



Let's Review – *Section 4D*



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Why is this noncompliant?

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?

**Jack's VMI score is a 73. Bilateral motor coordination-below those seen in same age peers
Motor Planning-below those seen in same age peers. Receptive Language is a moderate deficit.**

- ✓ Standard scores from evaluations were used
- ✓ No "how" statement

Instead...



Best Practice:

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

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and p and **how** do they affect the child's involvement and progress in the general education cur

- **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.

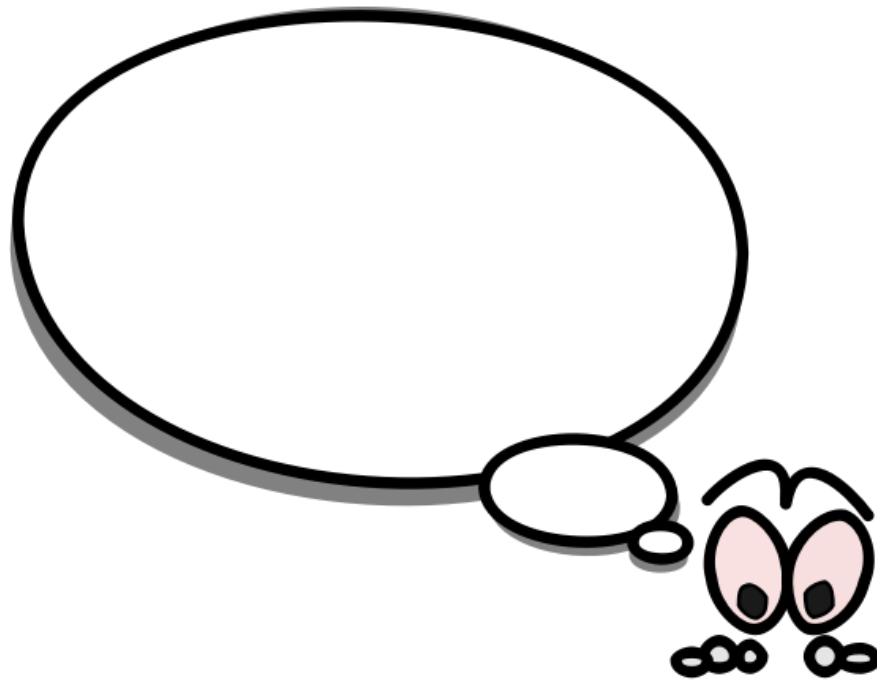


Links to our recorded trainings that will provide you more detail around the previous topics

Alignment

Academic and Functional Skill Gaps and How Statements PP Slides

Chat Box Check In



Reporting Progress

PROGRESS MONITORING OF ANNUAL IEP GOALS

Progress on goals will be reported *insert #* times per academic year, using the following codes (locally determined):

Add the description below of progress codes for annual goal(s):

1.	
2.	
3.	
4.	
5.	
6.	

Describe how progress toward IEP goals
will be reported for all children.



The U.S. Supreme Court's ruling in *Endrew vs. Douglas County School District*, highlighted the fact that IEP teams must discuss and develop IEP goals for students that are “appropriately ambitious” and that “to met its substantive obligation under the IDEA, a school must offer an IEP that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.”

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

December 7, 2017

Questions and Answers (Q&A) on
U. S. Supreme Court Case Decision
Endrew F. v. Douglas County School District Re-1

<https://sites.ed.gov/idea/files/qa-endrewcase-12-07-2017.pdf>

Use of Data

Data should be used to:

- ✓ collected and maintained with fidelity
- ✓ analyzed consistently
- ✓ used to determine next steps and make changes if necessary



It is important to remember –



“IEP teams must demonstrate the following indicators of progress:

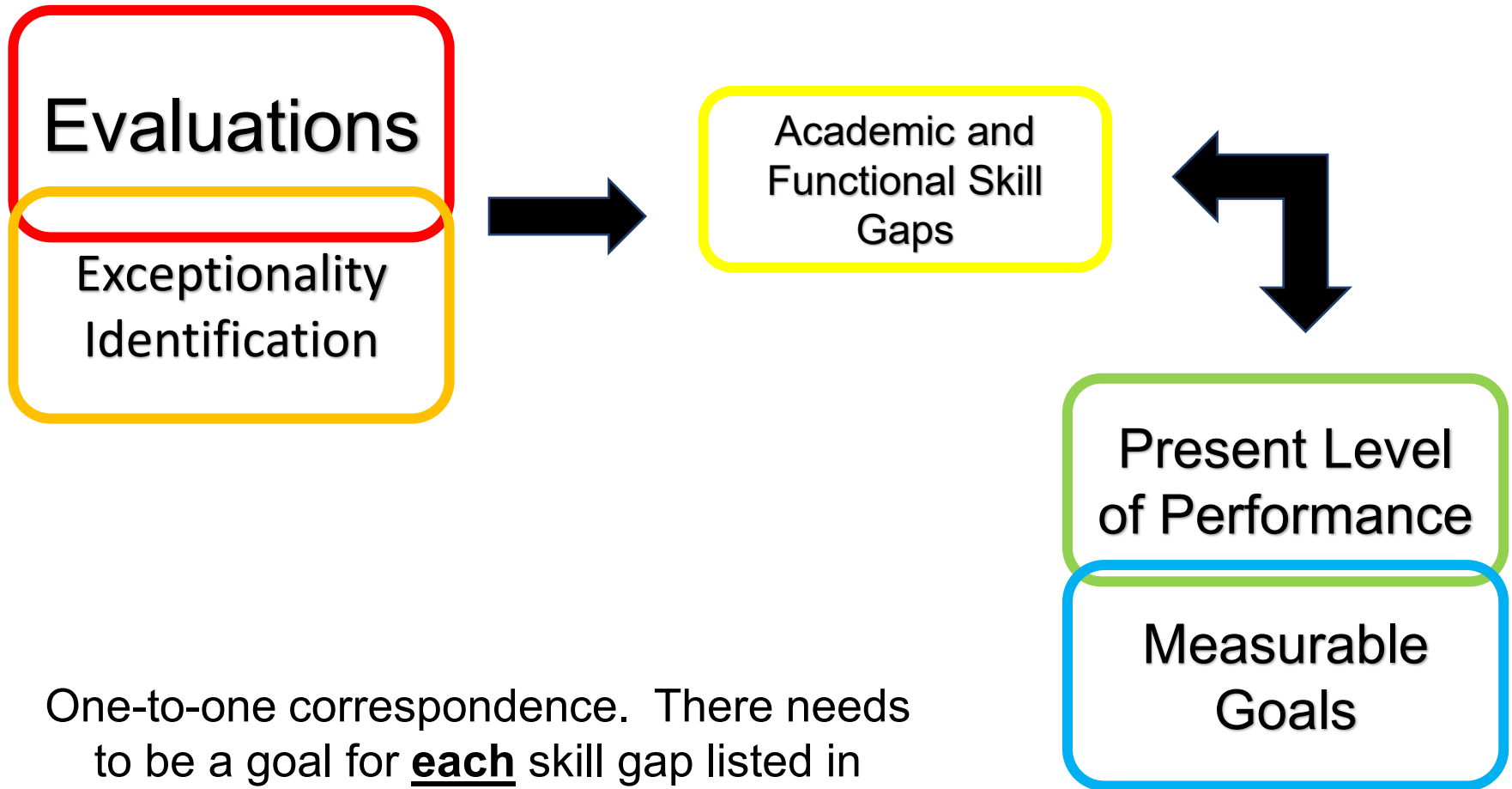
- The child is receiving all special education, supplementary aids, and related services outlined in the IEP
- The IEP team is making appropriate modifications as required
- Appropriate accommodations are provided
- Measurable IEP goals enable a clear assessment of whether the child is making adequate progress.”

<https://www.smartersteps.com/2018/11/28/endrew-decision-how-do-you-write-ambitious-iep-goals/>

Why is this important when developing and maintaining an IEP and how does the Endrew F. case impact this?

If the IEP team responsible for Endrew F. had effectively maintained and analyzed the data, and then used that data to drive programming, they would probably have identified that he wasn't making progress and would have made appropriate changes.

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.

Academic Goals

Compliance:

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

Best Practice:

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

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

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 (Childhood (K-5), Early Adolescence (6-8), and Adolescence (9-Diploma))

3 = Standard Number

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



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

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

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

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

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

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

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

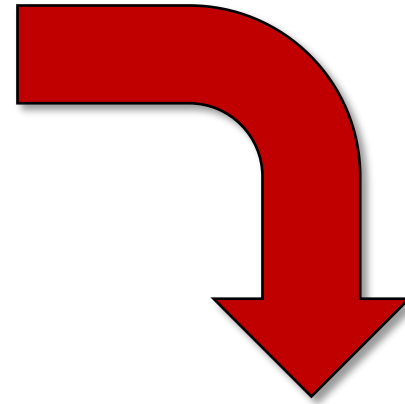
Pretend Reading Curriculum
Level A

Child will learn:

19 Basic Consonant Sounds

High Frequency Sight Words 1-25

Segment Simple CVC Words



Pretend Reading Curriculum
Level B

Child will learn:

Vowel Sounds

High Frequency Sight Words 26-40

Segment Simple CCVC Words

Pretend Reading Curriculum
Level B

Child will learn:

Vowel Sounds

High Frequency Sight Words 26-40

Segment Simple CCVC Words

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

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

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:

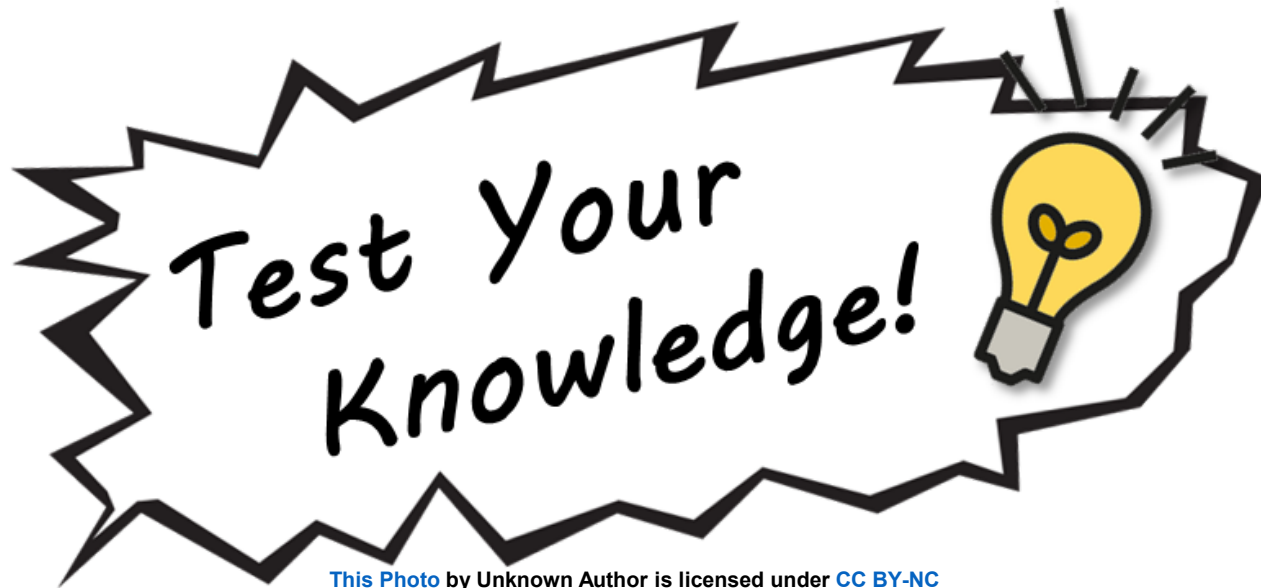
By date, given service, child's name will skill as measured by evidence.

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.

So then...



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Let's Review – Section 5 –



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Why is this noncompliant?

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

Mary can decode CVC words with 55%-70% accuracy.

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

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

By 11/2/2022, given specially designed instruction, Mary will improve her Reading Comprehension using a 3rd grade text from a Standard Score of 72 to 80 as measured by data collection, WJ-R, and work samples.

- ✓ Measurement in goal referenced standard scores
- ✓ No citation linking to a standard

Instead...



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

Mary can decode CVC words with 62% accuracy.

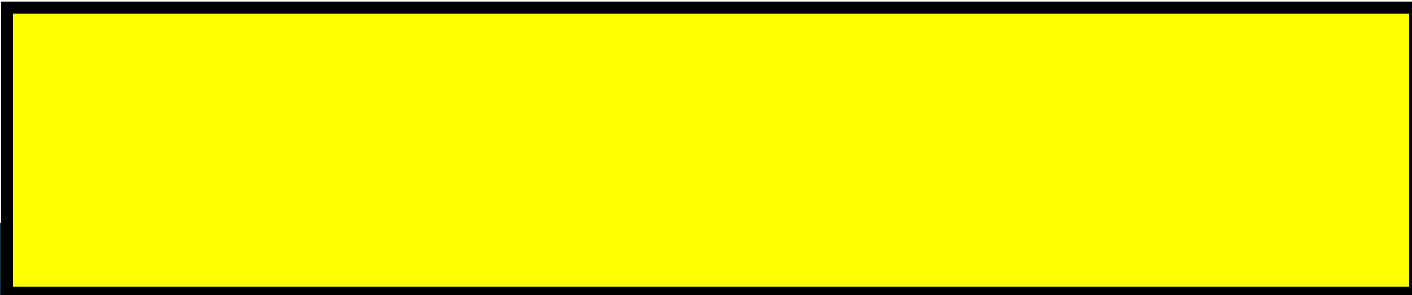
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

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

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

Let's take a 5-minute Break

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Functional/Developmental Goals

Compliance:

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

Best Practice:

- Focus goal on one specific skill deficit e.g., self-initiation, organization, etc.
- Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, work samples

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.

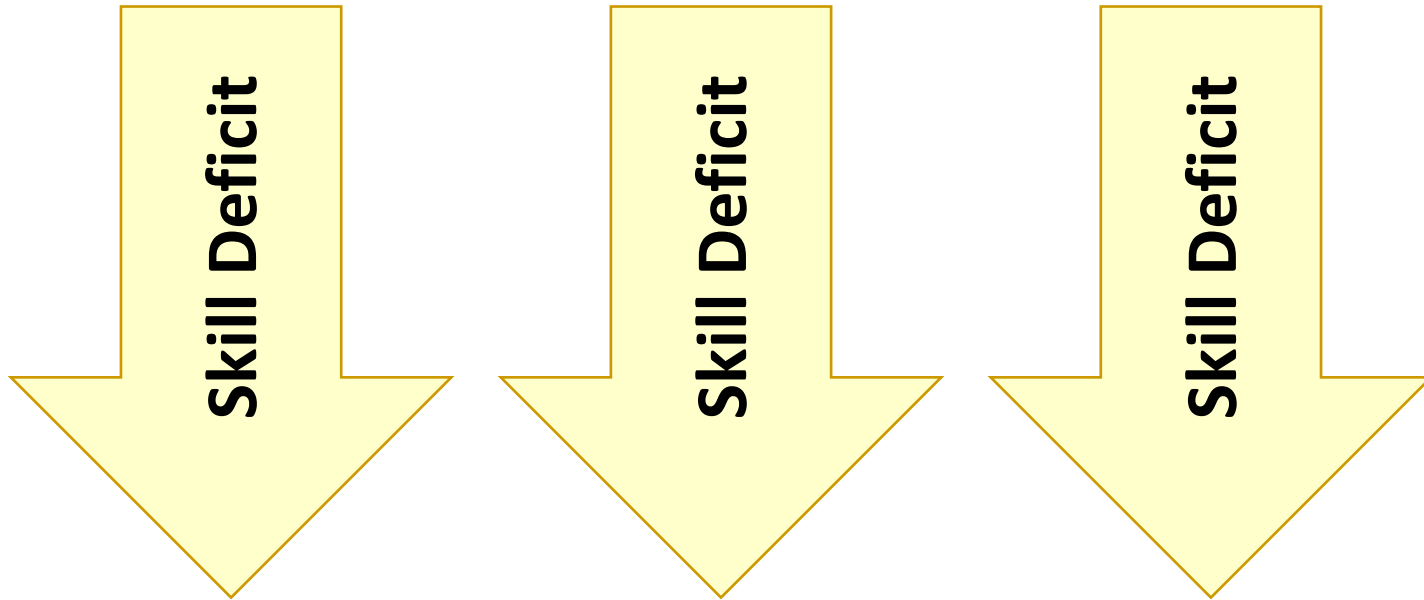
By 10/2025, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 4 out of 5 opportunities as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

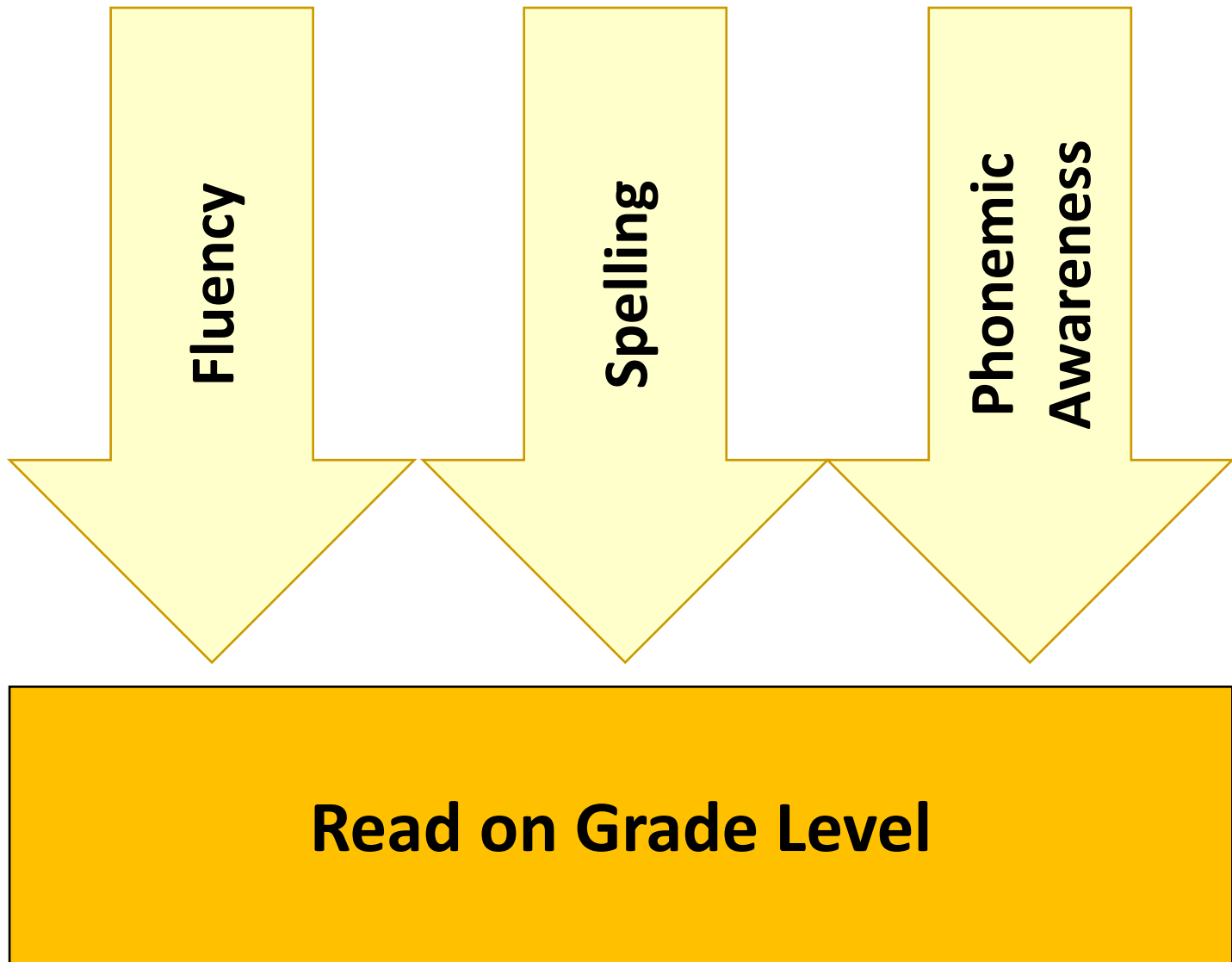
What are the outcomes/how are they being affected in the gen ed curriculum?
What are the skill deficits that interfere with their ability to get there?

Then... what will we teach them?



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

Examples might include:



Meet Jack



- 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 4C –



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

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



These academic deficits impact Jack's ability to access grade level texts and understand grade 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.

- 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



Don't Forget...

Reminder

Best Practice:

Focus each goal on one specific skill deficit

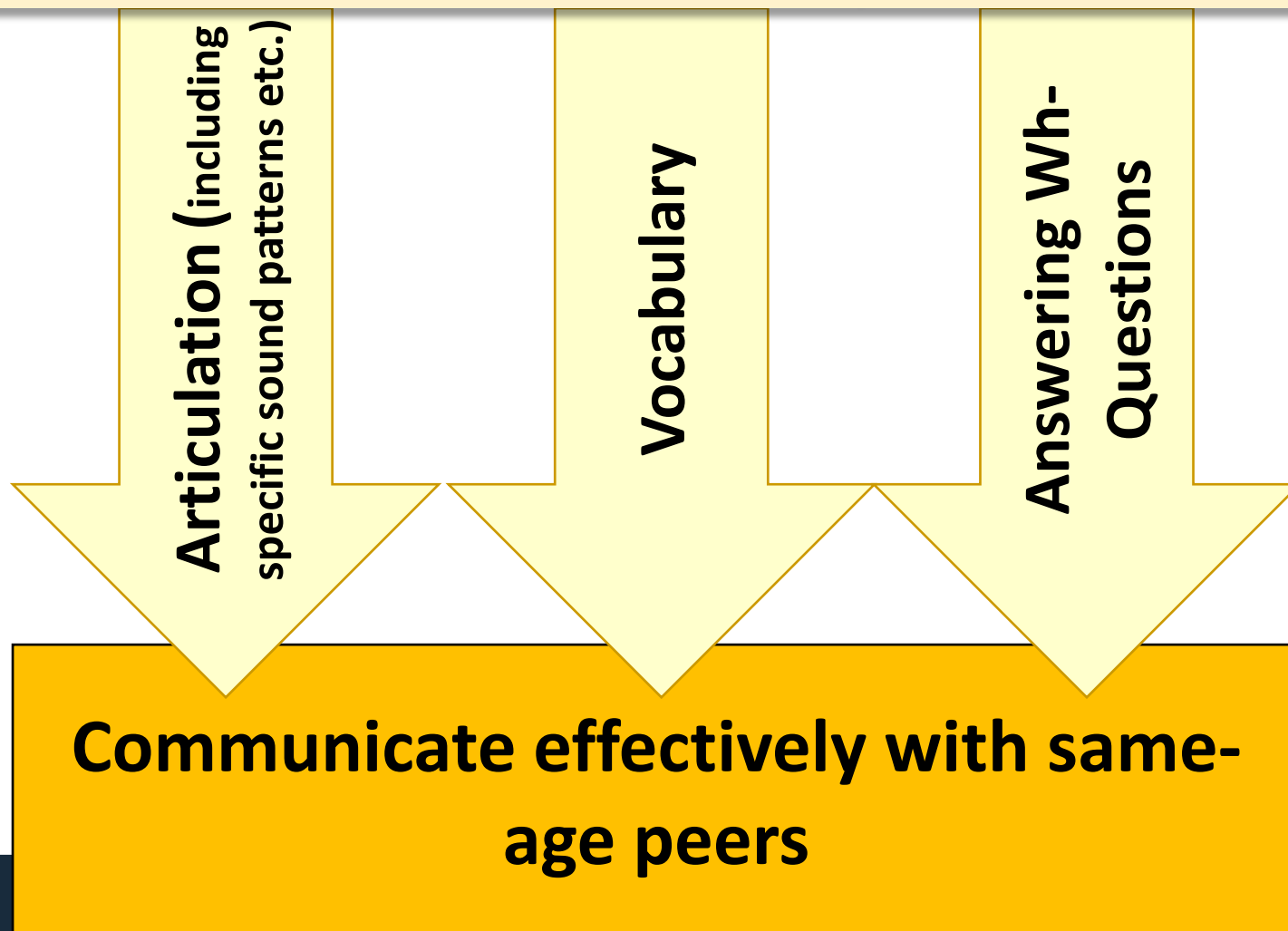
**Measure the goal using skill specific
measurements/assessments, data collection,
work samples**

Remember

Don't Forget!

Example: We want all children to have appropriate communication skills. The child has skill deficits in articulation, following directions, and answering wh-questions.

These deficits result in decreased ability to communicate appropriately. Therefore, we will work to teach them skills that = Improve Communication.



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.

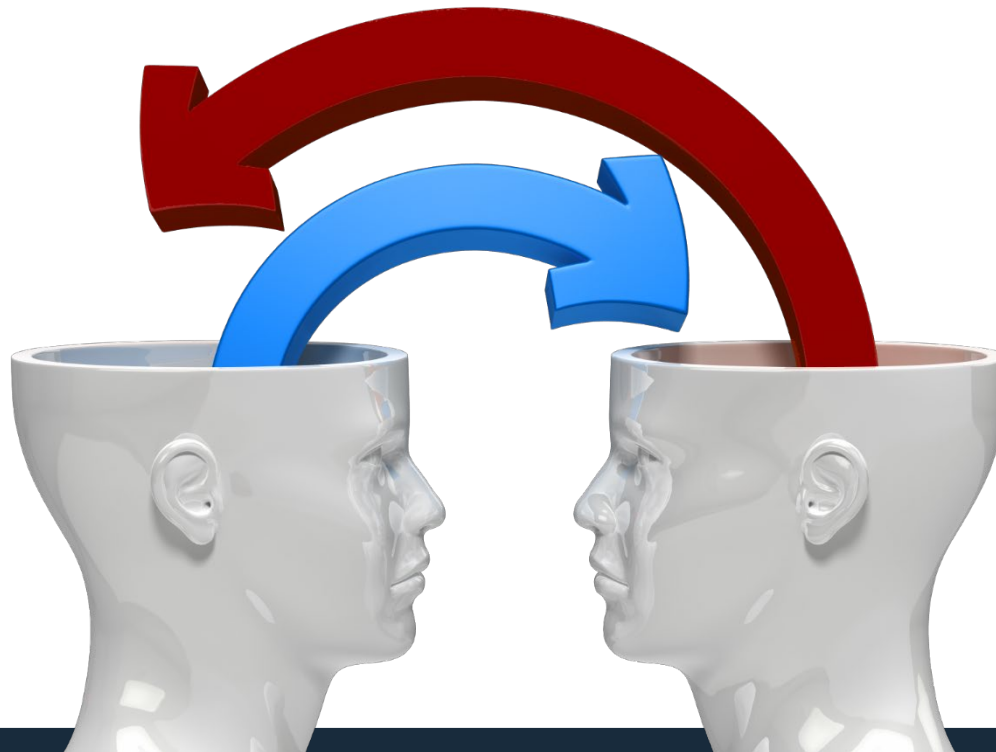
Objective(s) required? ☐ Yes ☒ No

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.

Chat Box Interaction





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



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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.



Links to our recorded trainings that will provide you more detail around the previous topics

Present Level of Performance
PP Slides

Measurable Goals
PP Slides

Chat Box Check In



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

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

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
	<input type="checkbox"/> Classroom Instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
	<input type="checkbox"/> Classroom Instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
	<input type="checkbox"/> Other			

Section 6: Supplementary Aids, Services, Modifications and/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 <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	As Needed	10/15/2024-10/14/2025

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

“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.

Ensure that all fields are considered and complete.

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:

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

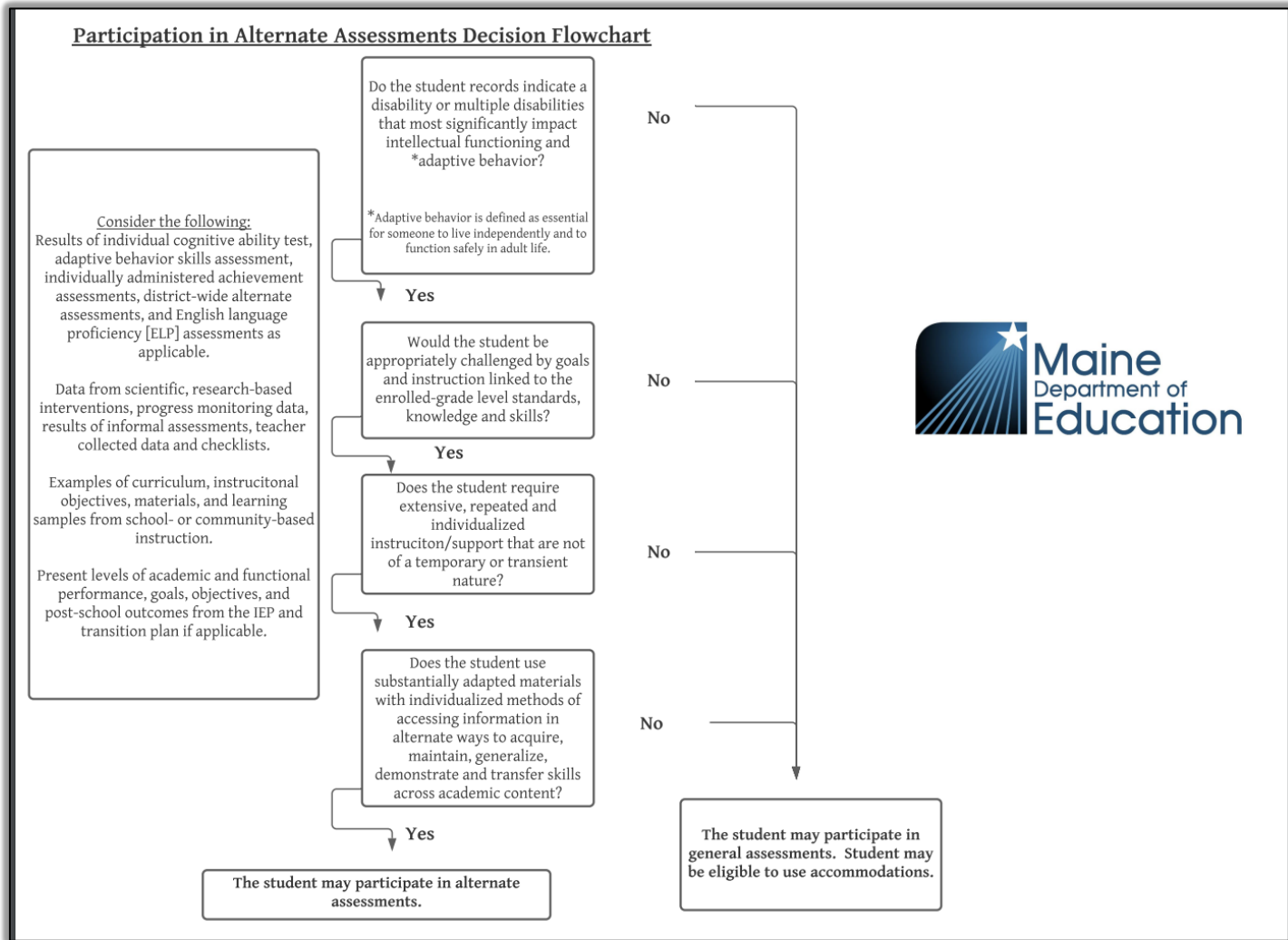
☐ Not applicable

Should not be 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

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

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

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

Consider this

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 –

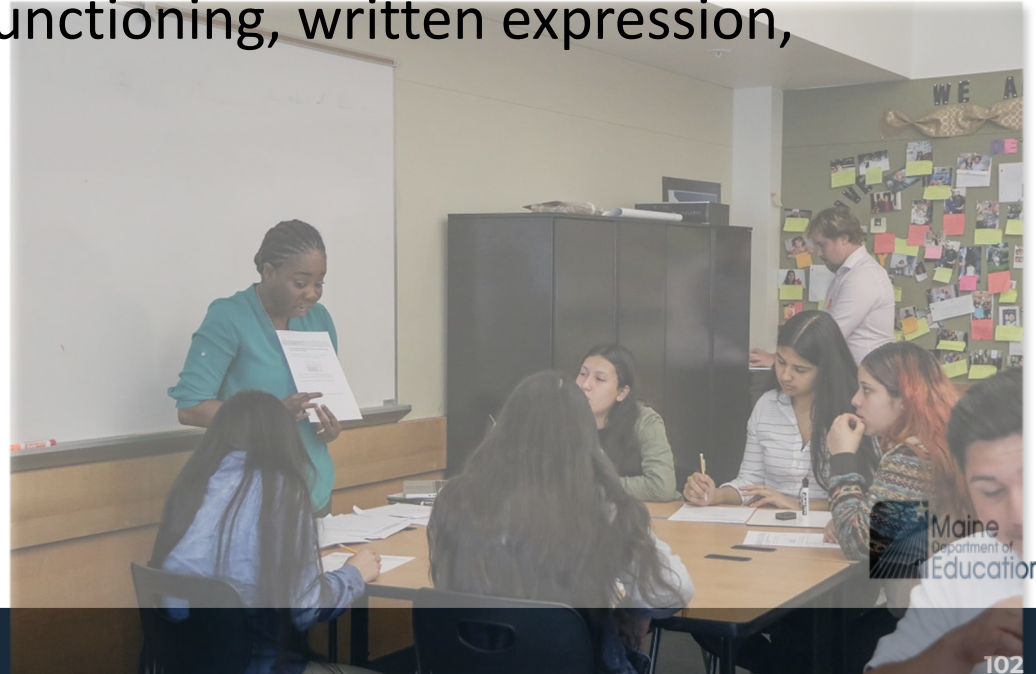
Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Education Teacher	Special Education	30 minutes per week	10/15/2024- 10/14/2025

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				Adjust dates to reflect duration of ESY
Consultation				
Tutorial Instruction				
Extended School Year				
Related Services				Duration Beginning and End Date
Speech/Language Services				MUST FILL
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other				

Speech/Language services are a direct special education service when:

1. The child is a child with a Speech/Language impairment (solely or as a part of a Multiple Disability)
2. The child is a child with Autism and Speech/Language services are the child's only service.

Section 7: Special Education and Related Services

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 <u>hrs</u>/week	10/15/2024- 10/14/2025
Specially Designed Instruction Writing	Special Education Teacher	General/Special Education	2.5 <u>hrs</u>/week	10/15/2024- 10/14/2025
Specially Designed Instruction Math	Special Education Teacher	Special Education	5 <u>hrs</u>/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

- **Consultation** is to ensure that skills developed in a previously more restrictive setting (SDI) are being carried over into a less restrictive setting (general education setting). It is specific to student goals and should be documented in the goal itself. *“Given consultation, child will...”* or *“Given specially designed instruction and consultation child will...”*

Section 7

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

 **Goal**

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

Section 6

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

 **Goal**

Section 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

Chat Box Check In



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?			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:	

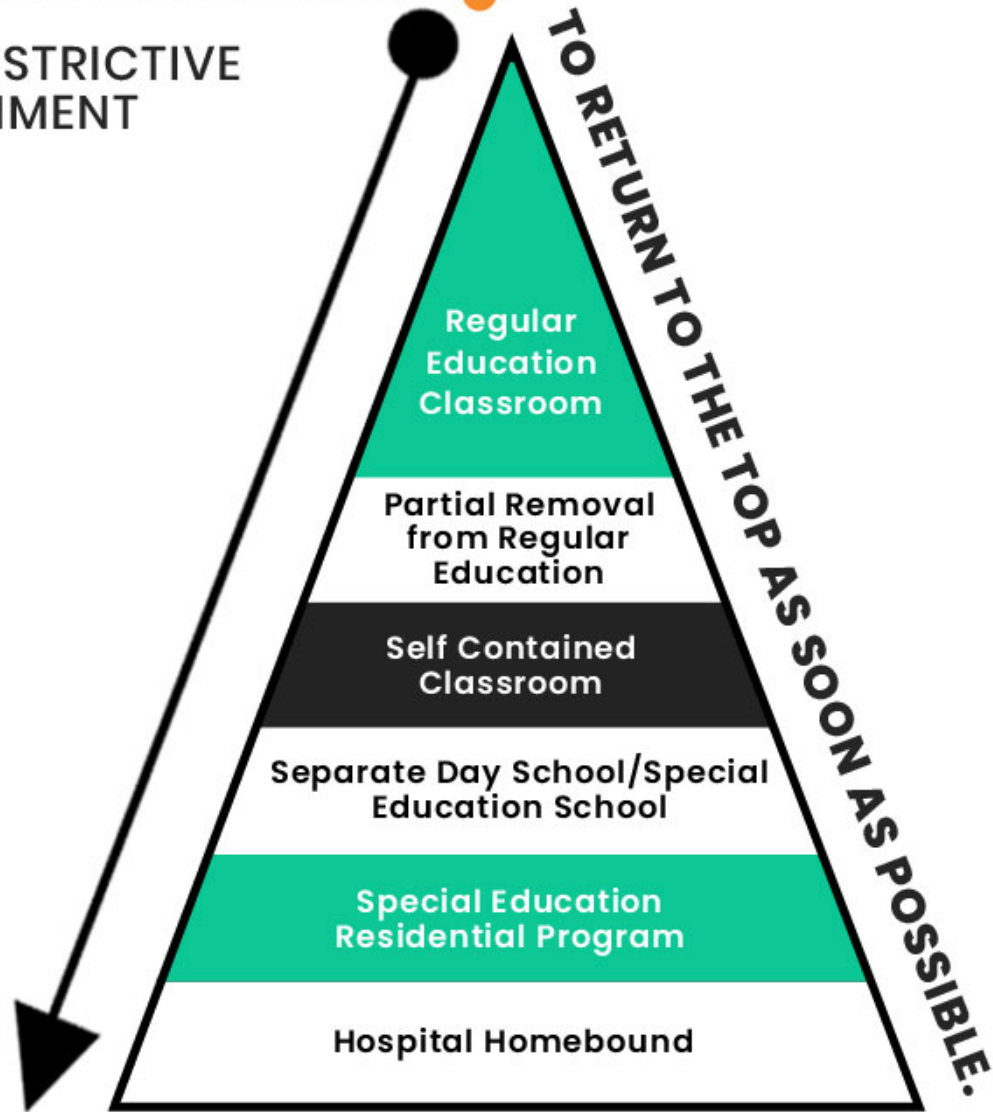
FOR K-12 ONLY

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

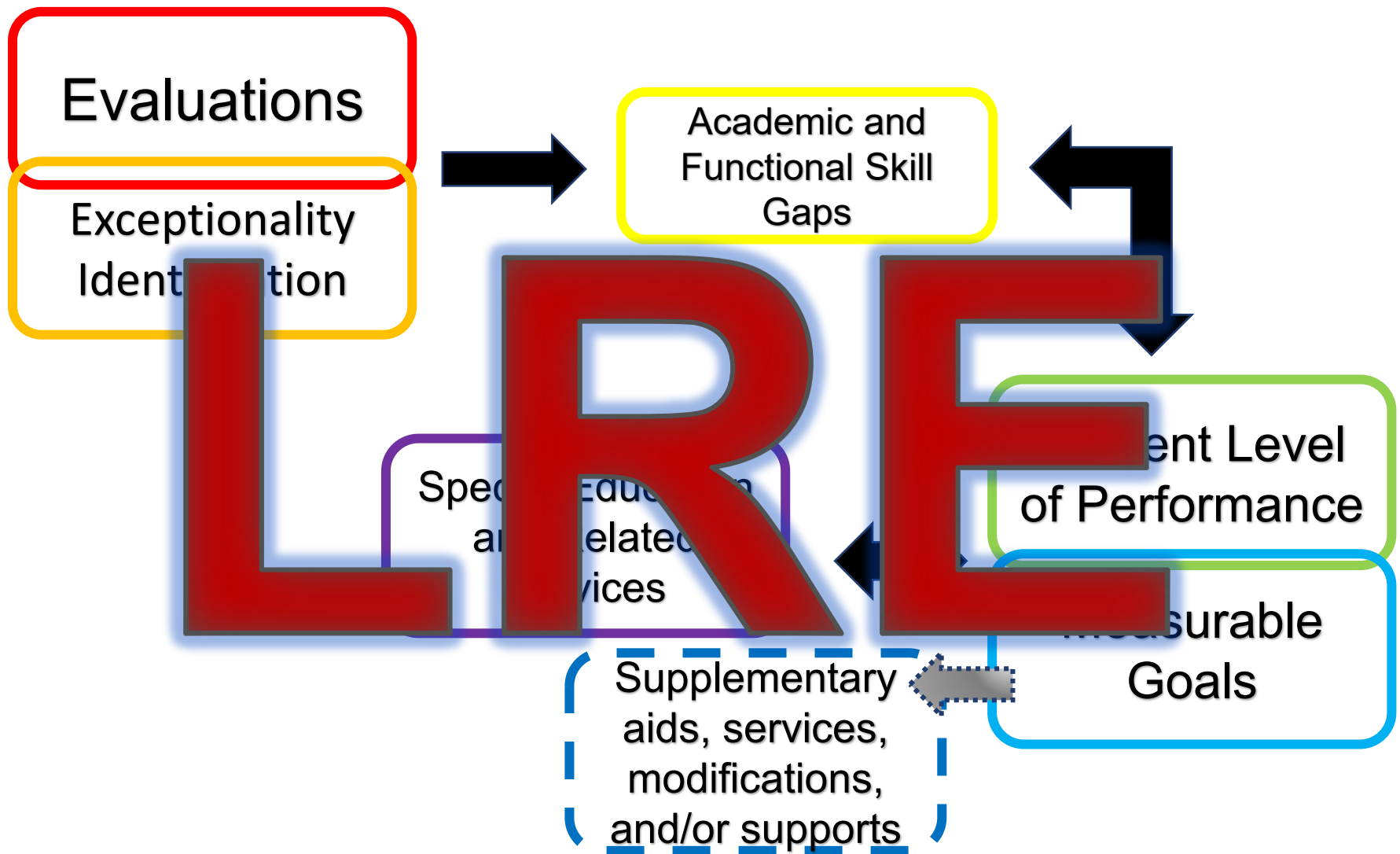
Section 8: Least Restrictive Environment

“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?

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

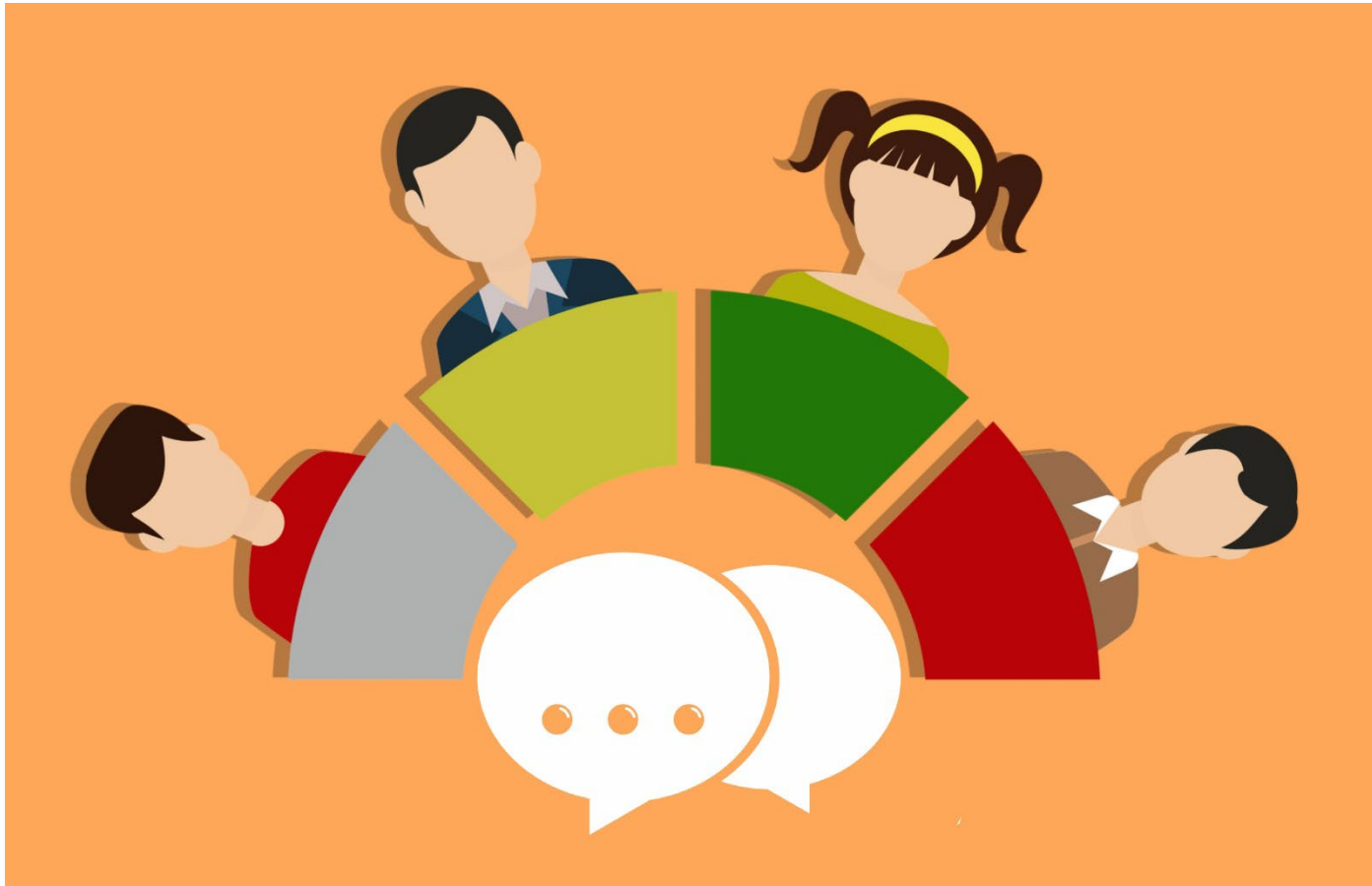
FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
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.		



Links to our recorded trainings that will provide you more detail around the previous topics

IEP Section 6, 7, 8 PP Slides

Chat Box Check In



Abbreviated Day

Abbreviated school day means any day that a child eligible under this chapter attends school or receives educational services for less time than age/grade peers without disabilities within the same school and/or school program. (MUSER VI.2.L)

Abbreviated School Day does not apply to change in placement under Section XVII, Discipline of Children with Disabilities
(MUSER VI.2.L)

Abbreviated Day

Questions?



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- Put in chat,
- something that you got clarification around and/or
 - questions answered from today's training related to the IEP?

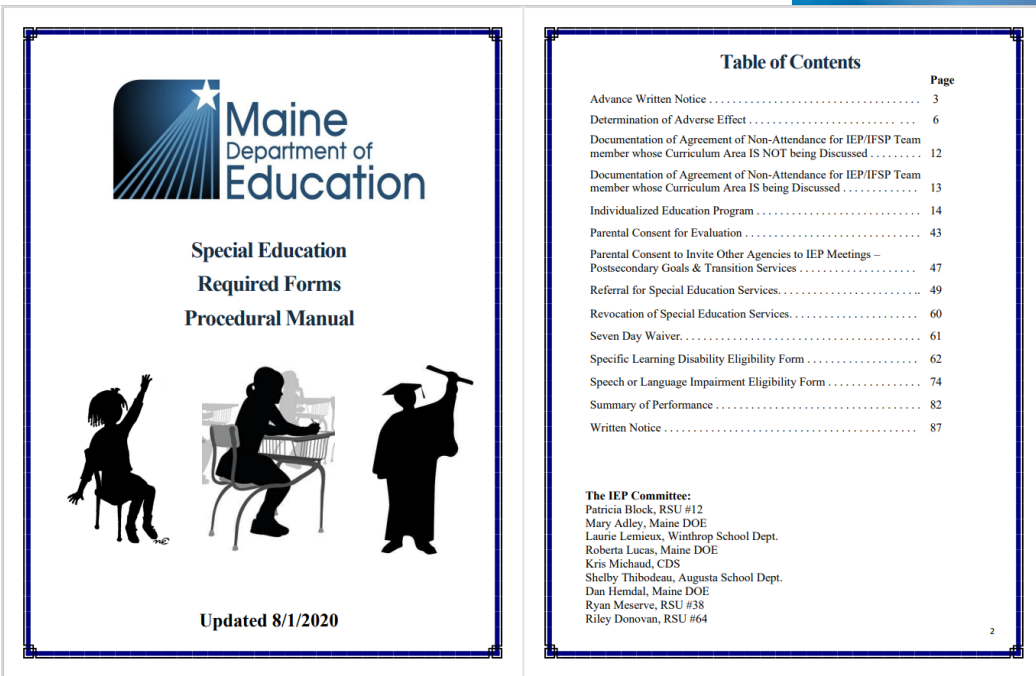
THINK
ABOUT
THINGS
DIFFERENTLY

Resources



Resources

Procedural Manual



Resources

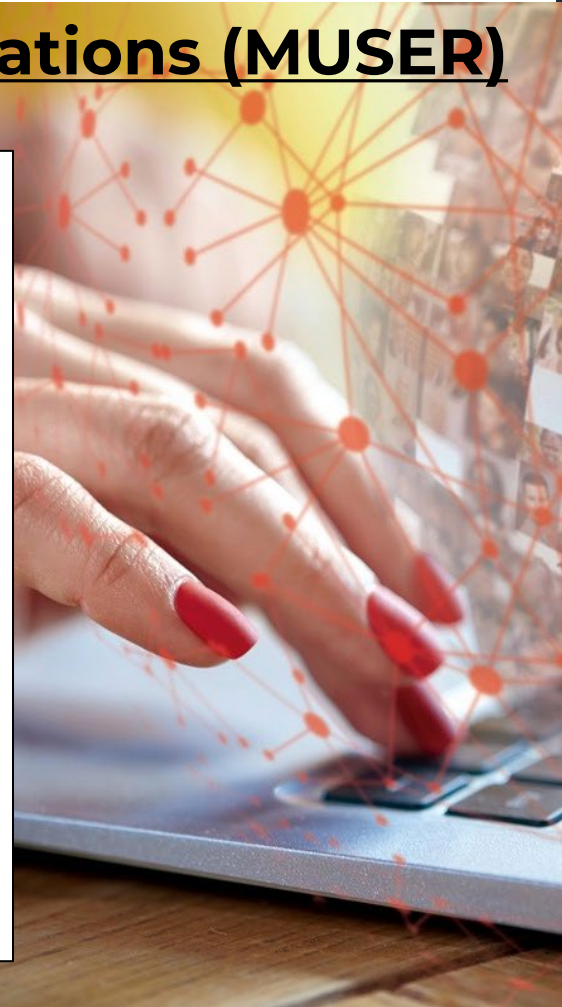
Maine Unified Special Education Regulations (MUSER)



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	Resources Registration Link
Wednesday 9/25/24	IEP Essentials for New Teachers	IEP Essentials for New Teachers Registration Link
Wednesday 10/9/24	Alignment	Alignment Registration Link
Tuesday 10/15/24	All District IEP Training	All District IEP Training Registration Link (10/15/24)
Wednesday 10/23/24	Advanced Written Notice and Written Notice	AWN & WN Registration Link
Thursday 10/31/24	All District B13 Training	All District B13 Transition Training Registration Link (10/31/24)
Wednesday 11/13/24	Inclusion Presented by: Tracy Whitlock	Inclusion Registration Link
Wednesday 12/11/24	How Community Case Managers Can Help IEP Teams Presented by: KVBH	How Community Case Manager Can Help the IEP Team Link

2024-25 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/8/25	Alternate Assessments Guest Speaker: Jodi Bossio-Smith	<u>Alternate Assessment Registration Link</u>
Wednesday 1/22/25	Compliant versus Good IEPs Developing a Strong IEP Part 1	<u>Compliant vs Good IEPs Part 1 Registration Link</u>
Wednesday 2/12/25	Compliant versus Good IEPs Developing a Strong IEP Part 2	<u>Compliant vs Good IEPs Part 2 Registration Link</u>
Wednesday 2/26/25	Accommodations and Services	<u>Accommodations & Services Registration Link</u>
Wednesday 3/12/25	Transition from CDS to Public School Guest Speaker: Lori Whittemore	<u>Transition from CDS to Public School Registration Link</u>
Wednesday 3/26/25	Abbreviated Day	<u>Abbreviated Day Registration Link</u>
Wednesday 4/9/25	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	<u>Special Education Law for General Education Teachers Registration Link</u>
Monday 5/12/25	All District B13 Transition Training	<u>All District B13 Transition Training Registration Link (5/12/24)</u>
Wednesday 5/14/25	Forms	<u>Forms Registration Link</u>
Friday 5/28/25	Discipline & Manifestation Determination	<u>Discipline & Manifestation Determination</u>

Professional Learning Feedback and Contact Hour Form.



Feedback and Contact Hours

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

* Required

1

Did the training content meet your expectations? *

☐ Yes

☐ No

Next

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

 **YOUR
VOICE
MATTERS.**

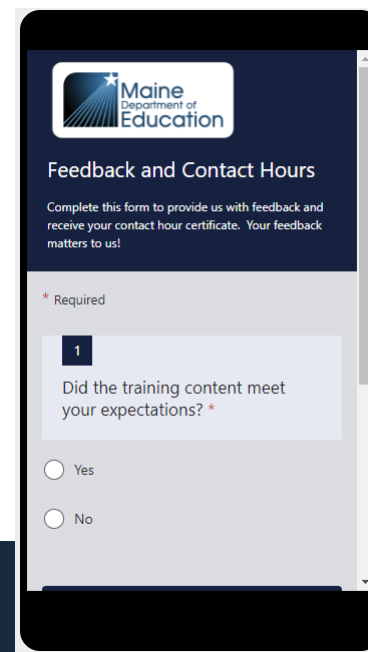
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Use the link to complete the form
on your computer

OR

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



Smartphone displaying the feedback form. The form title is "Feedback and Contact Hours". The instruction text is "Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!". The question is "1 Did the training content meet your expectations? *". The options are "Yes" and "No".



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