



***This Training is being Recorded.***

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

# **Preparing for the File Review**

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

**UPDATED:**

**5/2025**

# Meet the Supervision, Monitoring and Support Team



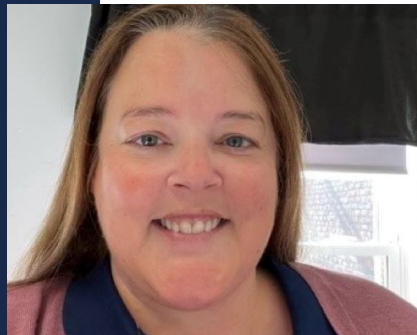
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# Today's Agenda

- ✓ **Compliance vs. Best Practice**
- ✓ **Review expectations of the-Self Assessment**
- ✓ **Other Considerations**
- ✓ **Notes on Timelines**
- ✓ **Questions**

# *Welcome!*

- You are part of the 2025-2026 cohort for audit and review, as part of the General Supervision System.
- This is outlined in the Individuals with Disabilities Education Act (IDEA), Section [§1416](#). Monitoring, technical assistance, and enforcement.





# IDEA

Individuals with Disabilities Education Act



## Part B. Assistance for All Children with Disabilities

Part B includes provisions related to formula grants that assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21.

- [View indexed IDEA Part B Statute](#)
- [View printable IDEA Part B Statute](#)

# Compliance versus Best Practice

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

## 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**.





# Sample CAP –

## Codes represent various findings

### Maine Department of Education—Corrective Action Plan

SAU:	RSU Sample			
Finding #	Corrective Action Activities (Initiatives planned to achieve correction)	Evidence of Correction	# of Evidence	Correction Due No Later Than
FOT8  IEP Team meeting at least annually.  34 CFR 300.324(b)(1)(C)	*IEP Team holds an annual IEP meeting *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting  *Provide training on IEP meeting protocol, including timelines.	Child Specific Correction: Submit compliant 1st page of the IEP.  Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page of IEP	2  2	4/30/2026
CIM1  Consideration of Special Factors  34 CFR 300.324(a)(2)	*IEP Team meets to consider special factors *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting  *Provide training on IEP meeting protocol, including consideration of special factors.	Child Specific Correction: Submit compliant IEP  Systemic Correction: 1. Submit outline of training and attendance. 2. Submit compliant IEP	4  2	4/30/2026
APG4  "How" Statement  34 CFR 300.320(a)(1)	*IEP Team meets to discuss the statement of how the child's distinctly measurable and persistent academic gaps affect their involvement and progress in the general education curriculum *address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting  *Provide training on IEP development including writing the how statement.	Child Specific Correction: Submit compliant 1st page and Section #4C (Academic Gaps) of the IEP.  Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C (Academic Gaps) of IEP (amended or new) with academic present level statements.	1  2	4/30/2026

# Compliance versus Best Practice

\*Compliance

\*Best Practice

## WRN2- Compliance:

- ☐ The Written Notice (WN) indicates who was in attendance
- ☐ The WN identifies in what capacity they attended the IEP meeting (i.e., administrator, general and special education teacher, parent, child, etc.)
- ☐ All required members were in attendance or excused



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:	Grade:	Annual Date of IEP Meeting:
Date of Birth:		Duration of the IEP:
Age:		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

## IEP Quick Reference Document

- RED reflects Compliance
- BLUE reflects Best Practice





# LOOK!

Let's look at the  
items on the  
Self-Assessment.

# FOT7 – Section 1

**IEP to parents within 21 school days  
of annual meeting at no cost to  
parents**

[34 CFR 300.322\(f\)](#)

MUSER IV.2.H(6)



**Compliance**

Yes= The IEP was sent to parents within 21 school days of the annual meeting.

No= The IEP was not sent to parents within 21 school days of the annual meeting or blank.

# IEP sent to parents within 21 school days

Date IEP Sent to Parent: **5/29/2024**



## 1. CHILD INFORMATION

Child's Name: Page Turner

Date of Birth: 5/4/2012

Age: 12

Grade: 6

Annual Date of IEP Meeting: **5/15/2024**

Duration of the IEP: 5/16/2024-5/15/2025

Date of Next Annual IEP Meeting: **5/14/2025**

# FOT8 – Section 1

## Next annual meeting held within 364 days of annual meeting

[34 CFR 300.324\(b\)\(1\)\(i\)](#)



**Compliance**

Yes= Next annual meeting date is within 364 days of annual meeting date.

No= Next annual meeting date is not within 364 days of annual meeting date.

# Next annual meeting must be held within 364 days of the meeting.

Date IEP Sent to Parent: **5/29/2024**

## 1. CHILD INFORMATION

Child's Name: Page Turner

Date of Birth: 5/4/2012

Age: 12

Grade: 6

Annual Date of IEP Meeting: **5/15/2024**

Duration of the IEP: 5/16/2024-5/15/2025

Date of Next Annual IEP Meeting: **5/14/2025**

# CIM1 – Section 3

## Consideration of Special Factors

[34 CFR 300.324\(a\)\(2\)](#)



**Compliance**

Yes= Each question is answered. If yes, that consideration is addressed in the IEP with goals, services, and/or accommodations.

No= There are blank boxes or a question is checked "yes" and that consideration is not addressed in the IEP.



**Each question is answered.**  
**If YES, that consideration is addressed in the IEP**  
**with goals, services, and/or accommodations.**

### 3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
John's parents are concerned about his performance in math and fluency. They are also worried about his ability to attend and complete his work assignments.	
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 type="checkbox"/> YES <input checked="" type="checkbox"/> NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	<input type="checkbox"/> YES <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> NO
i. Is the child deaf or hard of hearing?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
H. Does the child have academic needs?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
I. Does the child have functional/developmental needs?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>POST-SECONDARY TRANSITION</b>	
J. Is the child in 9 <sup>th</sup> grade or above OR is the child 16 years old or older?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes, Section 9 should be completed before completing the remainder of the IEP.	

# RAE1 – Section 4A

## Results of initial or most recent evaluations of the child

[34 CFR 300.324\(a\)\(1\)](#)

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



**Compliance**

Yes= Most recent evaluations are documented. Current evaluations may go beyond 3 years prior with documentation in WN as agreed upon by SAU and parent. Evaluations support disability identification.

No= Evaluation information is missing or goes beyond 3 years with insufficient documentation in WN.

# Section 4A – Results of All Evaluations

## 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:

- Academic and Functional/Developmental evaluations used in eligibility decision
- Relevant state/district assessments
- Transition assessments
- Other assessments (FBA, Related Services)
- Any evals that go beyond 3 years must be agreed upon by SAU and parent and documented in Written Notice
- Document
  - Evaluation name
  - Date of Evaluation
  - Scores

Often, we see disability category identified when student was young “drop off” Section 4A.

For example, if student is identified with Autism very young, leave that eval in that section on the IEP.

# AFS1 – Section 4B

## Academic, Functional and/or Developmental strengths of the child

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(a)



**Compliance**

Yes= Documents the child's observable academic, functional and/or developmental strengths (or relative strengths).

No= The child's strengths (or relative strengths) are not included.

# Academic

**ACADEMIC PERFORMANCE** refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in the following areas:

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



# Functional

**FUNCTIONAL/DEVELOPMENTAL PERFORMANCE** refers to how the child is managing daily activities in the following areas:

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



# Section 4B: Academic, Functional and/or Developmental Strengths

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

- These are based on evaluations and observations.
- Include academic areas of strength and relative strengths the child demonstrates within their unique profile.
- Not a restatement of the standard scores in the “Average” range.
- Should be observable. “What does the strength look like in the classroom?”

# APG2 – Section 4C

## Academic gaps (skill deficits)

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(d)



**Compliance**

Yes = Documents the child's distinctly measurable and persistent academic gaps (skill deficits) aligned to evaluations.

No = No academic gaps noted.

NA= The child is on par with peers academically.

# APG4 – Section 4C

## Academic “how” statement

[34 CFR 300.320\(a\)\(1\)](#)  
MUSER IX.3.A(1)(a)(i)



**Compliance**

Yes = The statement of how the child's distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is present and answers the question.

No=The statement of how the child's distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is missing or doesn't answer the question.

NA=No academic gaps.



# 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 the deficit has an adverse impact on the child accessing the general education curriculum

Distinctly Measurable  
and Persistent Gaps in  
Academic  
Performance  
(Needs)



How  
Statement

Remember, you must have ***BOTH*** the skill gap and the how statement.

**DISTINCTLY MEASURABLE AND PERSISTENT SKILL GAP**  
deficits impedes the child's ability to **COMPLETE A TASK**  
across content areas within the general education  
curriculum

*\*Reading Comprehension*

*This deficit impacts her ability to comprehend grade level text across content areas within the general education curriculum.*

# APG6 - Section 4C to Section 5

## Academic gaps aligned to goals

[34 CFR 300.320\(a\)\(2\)](#)

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



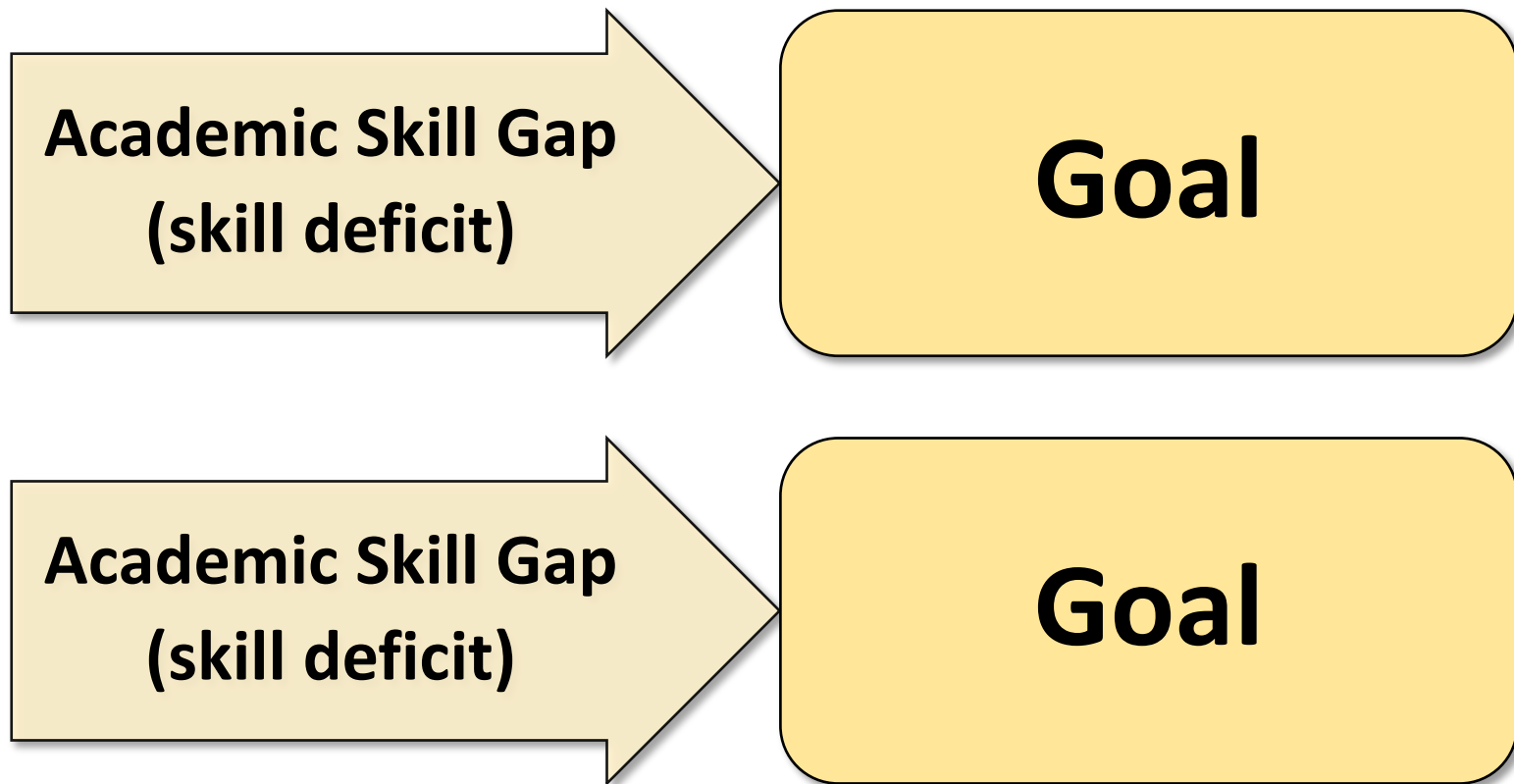
**Compliance**

Yes = Each identified distinctly measurable and persistent academic gaps (skill deficits) listed in Section 4C of the IEP is aligned to a corresponding goal.

No= Gap(s) listed in Section 4C are not addressed with a goal in Section 5.

NA=No academic gaps.

# APG6 - Section 4C to Section 5



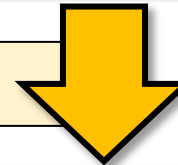
# Skill Deficit = Goal

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?

- Addition with regrouping
- Single digit subtraction

XXXX's gaps in math computation affect their involvement in the general education curriculum xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

2 Skill Deficits = 2 Goals



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

XXXX solves 2-digit addition problems with regrouping in 0% of 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 (date), given (service), XXXX will solve 2-digit addition problems with regrouping in 50% of opportunities over 5 consecutive presentations as measured by (evidence).

**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)):

XXXX can solve single-digit subtraction problems in 40% of 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 (date), given (service), XXXX will solve single-digit subtraction problems in 80% of opportunities over 5 consecutive presentations as measured by (evidence).

**Objective(s)** required? ☐ Yes ☐ No

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

# FDP2 – Section 4D

## Functional/developmental gaps (skill deficits) of the child.

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(d)



**Compliance**

Yes = Documents the child's distinctly measurable and persistent functional gaps (skill deficits) aligned to evaluations.

No = No functional gaps noted.

NA= The child is on par with peers functionally.

# FDP7 – Section 4D

## Functional/developmental “how” statement.

[34 CFR 300.320\(a\)\(1\)](#)

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



**Compliance**

Yes = The statement of how the child's distinctly measurable and persistent functional gaps (skill deficits) affect their involvement and progress in the general education curriculum is present and answers the question.

No=The statement of how the child's distinctly measurable and persistent functional gaps (skill deficits) affect their involvement and progress in the general education curriculum is missing or doesn't answer the question.

NA=No functional gaps.

# 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 the deficit has an adverse impact on the child accessing the general education curriculum

Distinctly Measurable  
and Persistent Gaps in  
Academic  
Performance  
(Needs)



How  
Statement



Remember, you must have ***BOTH*** the skill gap and the how statement.

**DISTINCTLY MEASURABLE AND PERSISTENT SKILL GAP**  
deficits impedes the child's ability to **COMPLETE A TASK**  
across content areas within the general education  
curriculum

*\*Self-Regulation*

*This deficit impedes his ability to attend to and engage in lessons within the general education setting.*

# FDG1 – Section 4D to Section 5

## Functional/developmental gaps aligned to goals

[34 CFR 300.320\(a\)\(2\)](#)

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



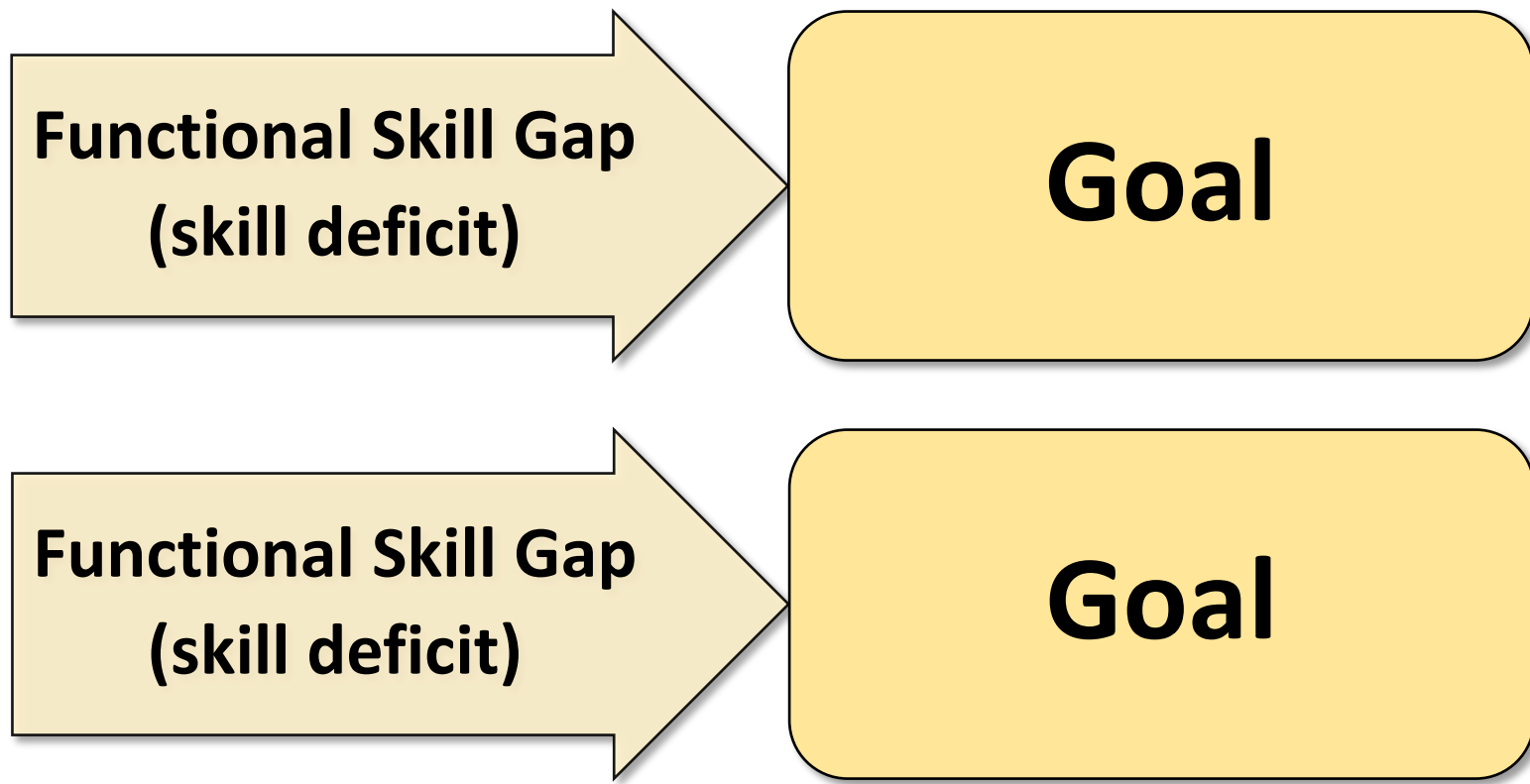
**Compliance**

Yes = Each identified distinctly measurable and persistent functional gaps (skill deficits) listed in Section 4D of the IEP is aligned to a corresponding goal.

No= Gap(s) listed in Section 4D are not addressed with a goal in Section 5.

NA=No functional gaps.

# FDG1 – Section 4D to Section 5



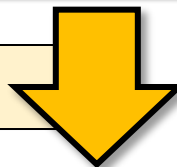
# Skill Deficit = Goal

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?

- Follow visual schedule
- Request help

These gaps affect Sammy's ability to access age-appropriate classroom activities.

2 Skill Deficits = 2 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):

**Sammy is unable to follow a visual schedule.**

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

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

**By June 2023, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1. Remove visual for completed task 2. Place visual on "all done" square 3. Reference visual for next task 4. Travel to appropriate room/area 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.**

**Progress:**

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

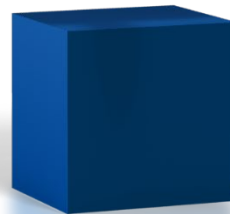
**With adult prompting, Sammy uses a help card to request help in 50% of opportunities.**

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

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

**By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.**

**Progress:**



# SBG3 – Section 5

**IEP academic goals are measurable (including measurement data or activities to be measured by percent, frequency, or specific demonstration of mastery).**

[34 CFR 300.320\(a\)\(3\)\(i\)](#)

MUSER IX.3.A(1)(b), MUSER IX.3.A(1)(c), MUSER VII.2



**Compliance**

Yes = All academic goals are measurable and enable progress towards access to the general education curriculum.

No = All or some academic goals are not measurable (i.e. no measurement data, specific curriculum, or standard scores)

NA= No academic goal needed.

# Measurable Academic Goals

## Compliance versus Best Practice

### Compliance –

- must be measurable
- must include measurement data
- cannot be specific curriculum or standard scores
- if a rubric is used as measurement, it must be attached to the IEP

### Best Practice –

- avoid multiple skills
- be skill specific, avoid outcome-based goals
- avoid using grade level as measurement



# Specific Program Data

<u>Level 3</u>	<u>Level 4</u>
Fluency: 83 words per minute at 3 <sup>rd</sup> Grade Level	Fluency: 90 words per minute at 3 <sup>rd</sup> Grade Level
Reading Comprehension: 85% accuracy at 3 <sup>rd</sup> Grade Level	Reading Comprehension: 92% accuracy at 3 <sup>rd</sup> Grade Level

## Remember:

**It's best if the goal only includes 1 skill.  
For example, if the child has skill deficits in  
BOTH Reading Fluency and Reading Comprehension,  
*Best Practice* would be for these to be two different goals.**



# SBG4 – Standards Based Goals

**IEP academic goals have a citation linking them to general education curriculum standards.**

34 CFR 300.320 (a)(2i)(A)

MUSER IX (3)(b)(i) and (iii)



**Compliance**

Yes = All academic goals include full citation.

No = All or some academic goals do not include full citation.

NA= No academic goal needed.

# Section 5: Academic Performance – Standards Based Goals

## Compliance-

- Each academic goal is cited to standards

## 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

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

[Alternate Academic Achievement Standards  
Webinar.mp4 \(youtube.com\)](#)

# Section 5: Academic Performance – Standards Based Goals

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

Walter spells CVC words with 35% accuracy.

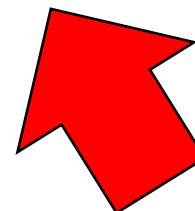
**Measurable Goal (MUSER IX.3.A.(1)(b) & (c))**

By 11/1/2022, given specially designed instruction, Walter will be able to spell CVC words with 90% accuracy, as measured by data collection, teacher observation, work samples or similar. **MLR L.C.2**

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

**Objective(s)** required? ☐ Yes ☐ No

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



**MLR = Maine Learning Results**

**L = Strand (Language)**

**C = Grade Span (Childhood (K-5), Early Adolescence (6-8), and Adolescence (9-Diploma))**

**2 = Standard Number**

# SBG5 – Section 5 to Section 7

## Academic IEP Goal/Special Education Service Alignment

[34 CFR 300.320\(a\)\(4\)](#)

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



**Compliance**

Yes = All academic goals are being addressed through a provision of special education service.

No = All or some academic goals are not being addressed through a provision of special education service.

NA = No academic goals.

## Section 5

### 5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))

**ACADEMIC PERFORMANCE (Part B, ages 3 - 20)** refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking, and mathematical problem solving* in the school environment.

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

**Sammy spells CVC words with 35% accuracy.**

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

**By 11/2023, given specially designed instruction, Sammy will be able to spell CVC words with 90% accuracy, as measured by data collection, teacher observation, work samples or similar. MLR L.C.2**

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

**Sammy writes sentences with 3 words or fewer.**

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

**By 11/2023, given specially designed instruction, Sammy will be able to expand his writing by creating sentences that have 4 or more words with 80%, as measured by data collection, teacher observation, work samples or similar. MLR W.C.3**

**Progress:**

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

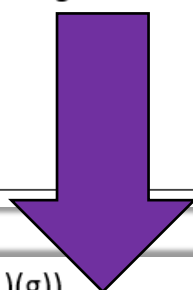
**Given a definition, Sammy expresses the correct vocabulary word with 50% accuracy.**

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

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

**By 11/2023, given specially designed instruction, Sammy will be able to express the correct vocabulary word with 80%, as measured by data collection, teacher observation, work samples or similar, when given a definition. MLR L.C.6**

**Progress:**



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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction <b>Writing</b>	<b>Special Education Teacher</b>	<b>Special Education Setting</b>	<b>30 minutes per day</b>	<b>11/14/2022-11/13/2023</b>

# FDP5 – Section 5

**IEP functional/developmental goals are measurable (including measurement data or activities to be measured by percent, frequency or specific demonstration of mastery).**

[34 CFR 300.320\(a\)\(3\)\(i\)](#)

MUSER IX.3.A(1)(b), MUSER IX.3.A(1)(c), MUSER VII.2

**Yes** = All functional/developmental goals for this service provider are measurable and enable progress towards access to the general education curriculum.

**No** = All or some functional/developmental goals are not measurable (i.e. no measurement data, specific curriculum, standard scores)

**NA** = No functional/developmental goal needed.

**Compliance**

# Measurable Functional Goals

## Compliance versus Best Practice

### Compliance –

- must be measurable
- must include measurement data
- cannot be specific curriculum or standard scores
- if a rubric is used as measurement, it must be attached to the IEP

### Best Practice –

- avoid multiple skills
- be skill specific, avoid outcome-based goals
- avoid using grade level as measurement



# Functional Measurable Goal

**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):

**Currently, ----- can utilize a tool from her individualized tool kit with support from an adult when prompted to do so, 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 12/12/2021, given specially designed instruction and consult from an Occupational Therapist, ----- will improve her self-regulation skills as demonstrated by independently utilizing a tool from her individualized tool kit, (including, but not limited to, Break card, Help card, fidget, First/Then board, or similar) to aid in self-regulating to an expected state in 4 out of 5 opportunities, as measured by teacher observation, data collection, increased time wearing a mask or similar.**

**Baseline Data**

**=**

**Present Level**



**Measurable  
Functional Goal**



# FDP6 – Section 5 to Section 7

## Functional/Developmental IEP Goal/Special Education/Related Service Alignment

[34 CFR 300.320\(a\)\(4\)](#)

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




**Compliance**

Yes = All functional/developmental goals for this service provider are being addressed through a provision of special education or related service.

No = All or some functional/developmental goals are not being addressed through a provision of special education or related service.

NA = No functional/developmental goals.

# For Academic and Functional/Developmental



Every Goal  
needs a  
Service

Every Service  
needs a  
Goal

## Section 5

**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):

**Sammy is unable to follow a visual schedule.**

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

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

**By June 2023, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1. Remove visual for completed task 2. Place visual on "all done" square 3. Reference visual for next task 4. Travel to appropriate room/area 5.**

**Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.**

**Progress:**

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

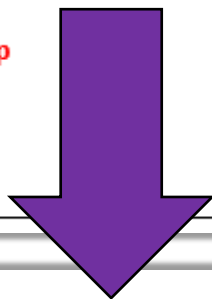
**With adult prompting, Sammy uses a help card to request help in 50% of opportunities.**

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

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

**By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.**

**Progress:**



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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction <b>Executive Function</b>	<b>Special Education Teacher</b>	<b>Special Education</b>	<b>1 hour / 5x per week</b>	<b>6/19/2022 – 6/18/2023</b>
Speech/Language Services				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Transportation				
Other <b>BCBA consultation</b>	<b>BCBA</b>	<b>Special Education</b>	<b>30 min per week</b>	<b>6/19/2022 – 6/18/2023</b>



# SAS1 – Section 6

**A statement of supplementary aids, services, modifications, and/or supports to be provided to the child**

[34 CFR 300.320\(a\)\(4\), \(a\)\(6\), \(a\)\(7\)](#)

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



**Compliance**

Yes= Each accommodation, etc includes  
Location, Frequency, and Duration.

No= section 6A of the IEP has blank boxes.

# 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
<b>Sensory Tool Kit</b> <b>Help Card</b> <b>Break Card</b> <b>Squishy</b> <b>First/Then Board</b>	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
<b>ILAP: Individual Language Acquisition Plan</b>	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
<b>Extra time</b> <b>quality over quantity with product</b> <b>frequent sensory breaks</b>	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
<b>Read Aloud/Human Reader for directions, questions/items, and response items, NWEA reading</b>	<input type="checkbox"/> Classroom Instruction	Special Education	During NWEA Reading window	9/18/21-9/17/22
	<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)).

<b>A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel</b>		<b>Location</b>	<b>Frequency</b>	<b>Duration Beginning/End Date</b>
	<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			
<b>Regular Education Teacher/Occupational Therapist Collaboration</b>	<input checked="" type="checkbox"/> Other	<b>General Education Setting</b>	<b>As Needed</b>	<b>11/14/2022- 11/13/2023</b>

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

# ALT1 – Section 6

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

[34 CFR 300.320\(a\)\(6\)\(ii\)](#)  
MUSER IX.3.A(1)(f)(ii)



**Compliance**

Yes=If 'yes' is checked, there is an explanation of why the child can't participate in the general assessment.

No= 'Yes' is checked and there is no explanation.

NA='Yes' is not checked



# Section 6B

## B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A (1)(f)(ii)(I) & (II))

- ☒ Yes, the child meets qualifications outlined in the Participation Decision Flowchart.
  - If yes, include an explanation: **The IEP Team used the participation decision flowchart to determine that given the students need for extensively adapted materials and consistently high levels of support, the alternate assessment is the correct choice.**
- ☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.
- ☐ Not applicable.

➤ If 'Yes', there is an explanation

# ALT2 – Section 6 and Section 5

**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).**

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

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

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



**Compliance**

Yes= If section 6B is marked “Yes”, all academic goals must have short-term objectives linked to alternate standards.

No= Section 6B of the IEP is marked “Yes”, but the student does not have academic objectives linked to alternate standards.

NA- Section 6B is marked "No" or "NA"

# ALT2 – Section 5

## 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 10, 2023, given SDI 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 10, 2023, given SDI 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. CCSL.1.

By May 10, 2023, given SDI 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. CCSL.1.

# SVC2 – Section 7

## A statement of the special education and related services to be provided

[34 CFR 300.320\(a\)\(4\), \(a\)\(6\), \(a\)\(7\)](#)

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



**Compliance**

Yes = Each service includes Frequency, Location, and Duration. Position Responsible is certified/licensed staff only.

No = There are blank boxes or information is non-compliant (ie. non-certified staff, invalid location, ESY all year)

# 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.  
 These services and frequencies should be individualized.**

# 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	<b>MUST FILL - Certified special educators or licensed related service providers are positions responsible</b>	<b>MUST FILL - Special Education Setting, General Education Setting, or Special Education/General Education Setting Location</b>	<b>MUST FILL - Minutes, hours, weekly, daily, or monthly</b>	<b>MUST FILL</b>
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				<b>Adjust dates to reflect duration of ESY</b>
<b>Related Services</b>				<b>Duration Beginning and End Date</b>
Speech/Language Services				<b>MUST FILL</b>
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.

# SVC4 – Section 7 and Provider Schedules

**Evidence that special education and  
related services that are identified on  
the IEP are being provided**

34 CFR 300.320(a)(4)

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



**Compliance**

Yes = All services for the student are found on  
service provider schedules.

No = One or more services for the student  
cannot be found on service provider schedules.

# SVC4 – Section 7 and Provider Schedules

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	

## 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 <b>Reading</b>	<b>Special Education Teacher</b>	<b>Special Education</b>	<b>5 hrs/week</b>	<b>10/15/2024-10/14/2025</b>
Specially Designed Instruction <b>Writing</b>	<b>Special Education Teacher</b>	<b>General/Special Education</b>	<b>2.5 hrs/week</b>	<b>10/15/2024-10/14/2025</b>
Specially Designed Instruction <b>Math</b>	<b>Special Education Teacher</b>	<b>Special Education</b>	<b>5 hrs/week</b>	<b>10/15/2024-10/14/2025</b>
Speech/Language Services Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	<b>Speech/Language Pathologist</b>	<b>Special Education</b>	<b>120 min/month</b>	<b>10/15/2024-10/14/2025</b>
Occupational Therapy	<b>Occupational Therapist</b>	<b>Special Education</b>	<b>120 min/month</b>	<b>10/15/2024-10/14/2025</b>



# LRE1 – Section 8

**An explanation of the extent, if any, to which the child will not participate with non-disabled students in the regular class and in extra-curricular and other non-academic activities**

[34 CFR 300.114\(a\)\(2\)](#)

MUSER IX.2.B



**Compliance**

Yes = The LRE statement explains how the nature and severity of the disability affects the child's ability to be with same-age peers.

No = The statement does not address the ability of the student 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]

# LRE3 – Section 8

## Percentage of time with same age peers is recorded

[34 CFR 300.320\(a\)\(5\)](#)

MUSER IX.2.B



**Compliance**

Yes = The percentage of time with same age peers is recorded.

No = The percentage of time with same age peers is not recorded.

# LRE3 – Section 8

## 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.**

# WRN2 – Written Notice

**Written notice indicates all required members were in attendance or excused**

[34 CFR 300.321\(a\)](#)

MUSER VI.2.B

Yes = The WN indicates who was in attendance, identifies in what capacity they attended the IEP (i.e. administrator, regular ed and special ed teacher, parent, child, etc.), and all required members were in attendance or excused

No = One or more necessary members were not in attendance or excused, the WN does not indicate who was in attendance or the WN does not identify in what capacity they attended the IEP meeting.



**Compliance**

# WRN2 – Written Notice

## Required Participants for IEP Meetings (MUSER VI.2.B)

- ✓ The child's parents
- ✓ No less than one regular education teacher which should include career/technical/adult ed teachers when appropriate
- ✓ No less than one special education teacher
- ✓ A representative from the SAU that
  - is qualified to provide or supervise special education instruction
  - Is knowledgeable in general education curriculum
  - is knowledgeable about the availability of resources and has written authorization to obligate funds for the SAU
- ✓ At the discretion of parents or SAU, others who may have knowledge or special expertise regarding the child, including related service providers.
- ✓ An individual who can interpret the instructional implications of evaluation results, who may be otherwise a member of the team.
- ✓ Whenever applicable, the child.
- ✓ For a child who is a state ward or state agency client, the child's caseworker representing a youth serving agency.

# WRN2 – Written Notice

## • Attendance Not Necessary

A member of the IEP Team *is not* required to attend an IEP Team Meeting if the parent and the SAU agree in writing that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.

## • Excusal

A member of the IEP Team may be excused when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if—

- (1) The parent, in writing, and the SAU consent to the excusal; and
- (2) The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
- The SAU must ensure that the child's IEP Team is informed of any changes







# IEP Training

10/15/25  
9:00-11:30

Let's talk about...

# Post-Secondary Transition Plans



# TRA1 – AWN

For 9<sup>th</sup> grade children (or earlier, if appropriate): AWN of IEP meeting indicating that a purpose of the meeting is to consider post-secondary goals and transition services.

34 CFR 300.322(b)(2)(i)(A)

MUSER VI.2.H(b)(i)(I)

# AWN – Purpose of the Meeting

## Advance Written Notice

- ✓ purpose of the meeting is checked on the AWN (Post-secondary goals and transition services)

The purpose(s) of the meeting is:

- ☐ Initial referral/eligibility (MUSER IV.2.D.)
- ☒ Annual review and other IEP program/placement changes including graduation (MUSER XV) and revocation of consent for continued placement (MUSER XV)
- ☐ IFSP annual or 6 month review (MUSER VI.1.B.)
- ☐ Evaluation/re-evaluation (MUSER V.1.A(4)(i) & .3.D.)
- ☒ **Post-secondary goals and transition services (MUSER IX.3.A(1)(h))**
- ☐ Transfer student (MUSER IX.3.B(5)(a)(i) and (ii))
- ☐ CDS/public school transition (MUSER VI.2.C(2))
- ☐ Transition from Part C to Part B (MUSER VI.2.C(1))
- ☐ Parent Request
- ☐ Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

# TRA2 – AWN

There is evidence that the child was invited to attend the IEP meeting.

34 CFR 300.321(b)(1)  
MUSER VI.2.C(3)(c)

# AWN – Child Invited to Meeting

## Advance Written Notice

- ✓ Child is invited to the meeting
- ✓ List as participant invited to the meeting

Representative of outside agencies:	
Child or adult student:	<b>Bill</b>
CDS staff:	

- ✓ Best practice is including them in the salutation  
e.g., “Dear Parent and Student”

Dear **Mom, Dad, and Bill** ,

An IEP/IFSP Team meeting has been scheduled for:

# **TRA3 – 9G, AWN and Parent Consent**

There is evidence that an agency likely to be responsible for providing or paying for transition services was invited to attend the IEP meeting, to extent appropriate and with parent's (or adult child's) prior consent.

34 CFR 300.321(b)(3)  
MUSER VI.2.C(3)(e)

# **AWN – Agency Invited with Parent’s PRIOR Consent**

## **Advance Written Notice**

- ✓ if appropriate, a representative of any participating agency is invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority
- ✓ documented with Parental Consent to Invite Other Agencies to IEP Meetings-Postsecondary Goals & Transition Services

## **Section 9G**

### **G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2))**

What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.

- **Vocational Rehabilitation**



# TRA3- 9G and AWN

To the extent appropriate, with the consent of the parents or the child who has reached age of majority, in implementing the requirements of (c) above, the **public agency must invite** a representative of any participating agency that is likely to be responsible for providing or paying for transition services.  
[34 CFR 300.321(b)(3)]

- Document parent consent or lack of consent using the Parental Consent to Invite Other Agencies form



## Parental Consent to Invite Other Agencies to IEP Meetings Secondary Transition – Post-Secondary Goals and Transition Services

Maine Unified Special Education Regulations (MUSER VI(2)(c)(3)(e))

Date of Meeting:		SAU:	
Child's Name:		School:	
Date of Birth:	Grade:	School Phone:	
Parent/Guardian Name:		School Address:	
Parent/Guardian Address:		City, State Zip:	
Parent/Guardian City, State Zip:		School Contact:	

Date given/mailed to parent:

Date received back from parent:

Dear ,

An IEP team meeting will be scheduled for your child in the near future.

One of the purposes of the meeting will be to discuss your or your child's post-secondary goals, and address the transition services that support those goals. The following list identifies the agencies other than the school that we believe should be invited to this meeting, and the basic reasons why we feel it is important to invite them. **Please check the appropriate box (yes or no) indicating whether you give consent to invite each of the listed agencies to this meeting and sign below.**



Agency to be invited (e.g., Voc. Rehab)	Reason (e.g., employment supports)	Consent	
		YES	NO

I understand the basic reason(s) for inviting the agencies listed above. I understand that my consent, if given, is voluntary. I further understand that this consent form is required for each meeting where post-secondary planning is discussed.

Parent/Guardian Signature

Date

Enclosures may be included within this document and recorded below:

--

# TRA4 – WN

Post-Secondary goal(s) are updated annually.

34 CFR 300.320(b)

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

# WN – Post- Secondary goals updated

## Written Notice

- ✓ Document/statement in the WN that the transition plan and post-secondary goals are being updated

Written Notice must be given in accordance with MUSER Appendix 1, 34 CFR 300.503 for:

- ☐ Initial referral/eligibility(MUSER IV.2.D)
- ☒ Annual review and other IEP program/placement changes including graduation and revocation of consent for continued placement(MUSER XV)
- ☐ IFSP annual or 6 month review (MUSER VI.1.B.)
- ☐ Evaluation/re-evaluation (MUSER V.1.A (4)(i) & V.3.D.)
- ☒ **Post-secondary goals and transition services(MUSER IX.3.A(1)(h))**
- ☐ Transfer student(MUSER IX.3.B(5)(a)(i) and (ii))
- ☐ CDS/public school transition(MUSER VI.2.C(2))
- ☐ Transition from Part C to Part B(MUSER VI.2.C(1))
- ☐ Consent for Initial Placement(MUSER V.1.A(4)(a)(ii))
- ☐ Amendments after the annual IEP meeting(MUSER IX.3.C(4))
- ☐ Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

5. Describe any other factors that are relevant to the SAU's proposed or refused action(s) described above:

**The team reviewed and updated the transition plan and transition goals.**

# TRA5 – Section 9B

Post-secondary goal(s) are based on age-appropriate transition assessments.

34 CFR 300.320(b)(1)

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

# Section 9B – Transition Assessments

## Section 9B

- ✓ Document all transition assessments that have been completed
- ✓ Best practice is to include the year the assessment was provided

### **B. List of Transition Assessments Completed:**

**Informal student interview (2022)**

**Career interest inventory (2023)**

**Classroom observation (2023)**

[Transition Assessment Resources](#)

# TRA6a – Section 9D

IEP contains appropriate measurable post-secondary goals addressing education or training after high school.

34 CFR 300.320(b)(1)

# Section 9D – Education/Training Goals

## Section 9D

- ✓ Document the type of education and or training the child will receive in order to pursue their career choice

### Education/Training Goal

After graduation, child's name, will education/training goal.

**After graduation, Bill will attend a 4-year college or university to study marketing or receive on the job training to become a carpenter.**

# TRA6b – Section 9D

IEP contains appropriate measurable post-secondary goal addressing employment after high school.

34 CFR 300.320(b)(1)

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



# Section 9D – Employment Goals

## Section 9D

- ✓ Take the education or training goal and make a statement about employment
- ✓ Education/training and Employment goals should be in alignment

### **Employment Goal**

After graduation, child's name, will employment goal.

**After graduation, Bill will work in the field of marketing or as a carpenter.**

# TRA6c – Section 9D

IEP contains appropriate measurable post-secondary goal addressing independent living after high school.

34 CFR 300.320(b)(1)

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

# Section 9D – Independent Living Goals

## Section 9D

- ✓ Should be considered for all children, not just those with significant cognitive deficits

### **Independent Living Skill Goal (when appropriate)**

After graduation, child's name, will independent living skill.

**After graduation, Bill will access mental health supports in his community independently or with assistance from his parents.**

# TRA7 – Section 9E

Transition plan includes courses of study needed to assist the child in reaching post-secondary goals.

34 CFR 300.320(b)(2)

MUSER IX.3.A(1)(h)(ii)

# Section 9E – Course of Study

## Section 9E

- ✓ Indicate a multi-year high school plan (current year of high school to anticipated exit date)
- ✓ Align with and will enable the student to meet postsecondary goals

### **E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))**

The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.

**2022-2023: English 9, Algebra1, World History 1, Ecology/Earth Science, Art, PE, Spanish**

**2023-2024: English 10, Geometry, U. S. History, Biology, Band, Spanish II, Health**

**2024-2025: English 11, Algebra II, World History II, Introduction to Business, Carpentry I**

**2025-2026: English 12, Financial Math, Independent Study (Intro. To Marketing), Carpentry II**

# TRA8 – Section 9F

IEP identified transition services needed to assist the child in reaching post-secondary goals.

34 CFR 300.320(b)(2)

MUSER IX.3.A(1)(h)(ii)

# Section 9F – Transition Services

## Section 9F

### F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii))

Describe the activities provided by the adults in the school and in the community toward meeting annual and post-secondary goals. Include special education agencies, and services provided by families, as appropriate for the child and individualized.

#### Education/Instruction and Related Services:

- **Speech/Language services (2022-2023)**
- **Specially Designed Instruction (2023)**
- **Intro to Business class (2024)**
- **Carpentry I (2024)**

#### Career/Employment and Other Post-Secondary Adult Living Objectives:

- **Registering to vote**
- **Job site training**
- **Internship**
- **Filing taxes**
- **Accessing medical services**

#### Community Experiences:

- **Boy Scouts (2022-2024)**
- **Volunteer at animal shelter (2023)**
- **Currently employed with satisfactory employment evaluations (2022-2024)**

#### If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

- **Primary caregiver for family dog (2022-2023)**
- **Maintaining home/chores**
- **Preparing meals**

- Should NOT include future services/activities
- Leave previous years services in this section
- Include at least one transition service for each; only if appropriate for daily living skills
- Best documented in a bulleted list

# **TRA9 – Section 9D and Section 5**

IEP contains measurable annual goals related to the child's transition services identified in the IEP.

34 CFR 300.43(a)(2)

MUSER VI.2.C(3)(a)



# Section 9D and Section 5 – Annual Goals

## Section 9D to Section 5

- ✓ At least one annual goal in Section 5 that addresses the post-secondary goals

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

**Bill is able to manage is anxiety by using learned techniques in 3 out of 10 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 September 2025, given social work services, Bill will work on managing his anxiety by using techniques learned during social work session in 8 out of 10 opportunities as measured by self-reporting and social work sessions.**



# Post-Secondary Transition Training

10/30/25  
9:00-10:30



# 25-26

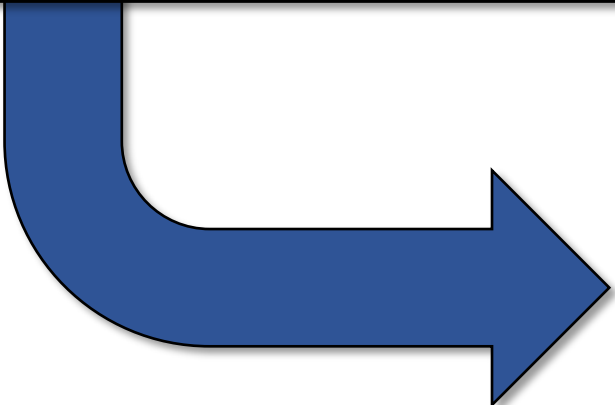
## Documents for Onsite Review

- Access to full paper file is easiest
- If you have electronic files only, please make them accessible to us.

### OPTIONS FOR ELECTRONIC ACCESS

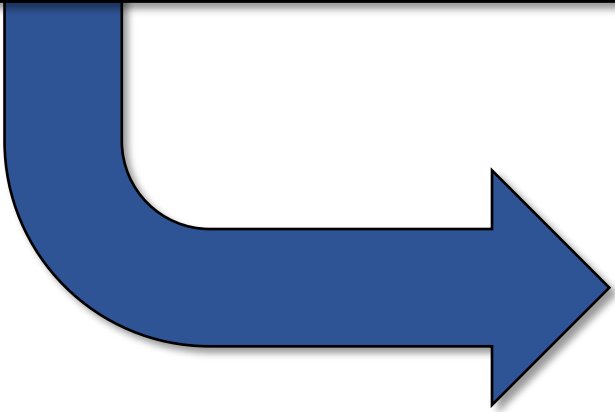
- Provide temporary access to your vendor
- Create PDFs and email to [monitoring.doe@maine.gov](mailto:monitoring.doe@maine.gov)
- Print 1 copy of all needed paperwork

**For your onsite visit,  
please gather the  
following:**



ITEM
<u><b>Policies and Procedures</b></u> <ul style="list-style-type: none"> <li><input type="checkbox"/> IEP Fund Authorization Letters</li> <li><input type="checkbox"/> Child Find Policy</li> <li><input type="checkbox"/> Restraint/Seclusion Policy</li> <li><input type="checkbox"/> Referral Policy</li> </ul>
<u><b>Review of IEPs</b></u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide current IEPs reviewed on the Self-Assessment</li> <li><input type="checkbox"/> Written Notice from Annual Meeting</li> <li><input type="checkbox"/> Complete attached form OR provide current schedule for each special education and related service provider (not required for OOU placements).</li> </ul>
<u><b>OOU (Out-of-Unit)</b></u> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 from each OOU for file/IEP review <ul style="list-style-type: none"> <li>• Provide current IEP</li> </ul> </li> <li><input type="checkbox"/> All files for any student placed at OOU within the last 2 years <ul style="list-style-type: none"> <li>• We will be looking at: <ul style="list-style-type: none"> <li><input type="checkbox"/> IEP and WN prior to placement</li> <li><input type="checkbox"/> WN of placement</li> <li><input type="checkbox"/> WN of 30 day review</li> <li><input type="checkbox"/> current IEP</li> <li><input type="checkbox"/> Re-evaluation since placement, if applicable</li> </ul> </li> <li>• Access to the full file is easiest</li> </ul> </li> </ul>

**For your onsite visit,  
please gather the  
following:**



### Final Transition Plans (B13)

- 10 transition plans (number is flexible depending on child count)
  - Age 16 and older, no seniors
- Provide for each:
  - ☐ Consent to invite outside agency, if applicable
  - ☐ AWN from annual
  - ☐ WN from annual
  - ☐ Current IEP
- Can overlap with self-assessment files and/or OOU files

### Abbreviated Day

- All files for students currently on Abbreviated Day
- We will be looking at:
  - ☐ WNs from start of Abbreviated Day to present
  - ☐ IEPs from start of Abbreviated Day to present
- Documents regulatory expectations

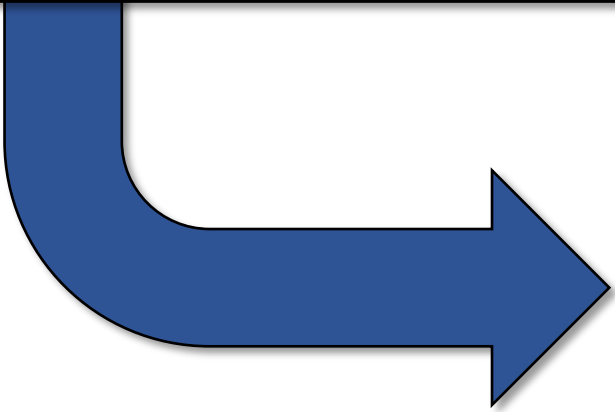
### Parentally Place Private School Students

- All ISPs for students placed in private school(s) within your district, if applicable

### Forms

- ☐ 1 Speech/Language Eligibility Form
- ☐ 3 Learning Disability Evaluation Forms
- ☐ 3 Adverse Effect Forms
- From initial evaluations and/or reevaluations
- Can be a mix of both
  - ☐ 3 Summary of Performance Forms
  - ☐ 3 Eligibility Forms from students that have been dismissed from services or changed disability category along with associated WN

**For your onsite visit,  
please gather the  
following:**



#### **Child Find (B11) K-12**

- 10 Initial Referrals – from 24-25 and/or 25-26 school year
  - ☐ AWN of initial referral **OR** WN of initial referral (documenting Procedural Safeguards were given upon initial referral)
  - ☐ Signed Parental Consent to Evaluate with date received by SAU
  - ☐ First page of each evaluation identified on consent with dated received by SAU
  - ☐ WN of eligibility meeting
  - ☐ School calendars for 23-24 and 24-25 with ‘no school’ days marked
- >45 school days use Acceptable/Unacceptable Reasons for Delay chart
  - ☐ Acceptable
  - ☐ Unacceptable
  - Reason: \_\_\_\_\_
    - See Acceptable/Unacceptable Reasons Chart

#### **\*\*For SAUs who have adopted responsibility for FAPE for Pre-K\*\*** **Transition from Part C to Part B (B12) and (B11) Pre-K**

- Part B referrals in the 6 months prior to on-site visit
  - ☐ AWN of initial referral **OR** WN of initial referral (documenting Procedural Safeguards were given upon initial referral)
  - ☐ Signed Parental Consent to Evaluate with date received by SAU
  - ☐ **First** page of each evaluation identified on consent
  - ☐ Initial IEP if eligible \*must be implemented by 3<sup>rd</sup> birthday
  - ☐ WN of eligibility meeting
- >60 days or not implemented by 3<sup>rd</sup> birthday use Acceptable/Unacceptable Reasons for Delay chart
  - ☐ Acceptable
  - ☐ Unacceptable
  - Reason: \_\_\_\_\_
    - See Acceptable/Unacceptable Reasons Chart

## Out of Unit Placement

[34 CFR 300.325](#)

<u>Finding</u>	<u>What</u>	<u>Where</u>
OOU2	IEP Team documentation of program components of a placement to support the IEP developed 34 CFR 300.325(a)(1) MUSER IX.3.H	WN
OOU3	Representative of the placement is present at an IEP meeting prior to out-of-unit placement 34 CFR 300.325(a)(2) MUSER IX.3.H	AWN, WN
OOU5	IEP review meeting within 30 days after placement MUSER IX.3.H	AWN, WN
OOU7	Annual IEP review 34 CFR 300.325(b)(2) MUSER IX.3.I(2)	AWN, WN
OOU9	Document discussion of reevaluation, if needed 34 CFR 300.303(b) MUSER V.1.B(2) MUSER IX.3.I(4)	AWN, WN



# Eligibility Forms –

<u>Finding</u>	<u>What</u>
<b>FOT2</b>	<p><b>Summary of Performance – <a href="#">Summary of Performance Quick Reference Checklist</a></b></p> <ul style="list-style-type: none"> <li>• Include summaries of academic and functional performance</li> <li>• Include recommendations for child action and accommodations for education, employment, training, and independent living (optional)</li> </ul> <p><a href="#">34 CFR 300.305(e)(3)</a> <b>MUSER VI.2.C(3)(g)</b></p>
<b>FOT3</b>	<p><b>Specific Learning Disability Eligibility Form – <a href="#">SLD Eligibility Form Quick Reference Checklist</a></b></p> <ul style="list-style-type: none"> <li>• Include verification with data</li> <li>• Include strengths and weaknesses</li> <li>• Team members must sign the document</li> </ul> <p><a href="#">34 CFR 300.306(b)</a> <a href="#">34 CFR 300.306(c)(1)(i)</a> <b>MUSER VII.2.L(2)</b></p>
<b>FOT4</b>	<p><b>Speech/Language Eligibility Criteria – <a href="#">Speech Language Eligibility Form Quick Reference Checklist</a></b></p> <ul style="list-style-type: none"> <li>• Include verification with data</li> <li>• Document the criteria(s) that documents adverse impact</li> <li>• Document and include all Severity Rating Scales</li> </ul> <p><a href="#">34 CFR 300.306(b)</a> <a href="#">34 CFR 300.306(c)(1)(i)</a> <b>MUSER VII.2.K(2)</b></p>
<b>FOT5</b>	<p><b>Form for Determination of Adverse Effect on Educational Performance – <a href="#">Adverse Effect Form Quick Reference Checklist</a></b></p> <ul style="list-style-type: none"> <li>• Include verification with data</li> <li>• N/A means Not Available</li> </ul> <p><a href="#">34 CFR 300.306(b)</a> <a href="#">34 CFR 300.306(c)(1)(i)</a> <b>MUSER VII.3</b></p>

# ERE1-Dismissal or Change in Eligibility

<u>Finding</u>	<u>What</u>
<b>ERE1</b>	<ul style="list-style-type: none"><li>• Change in Eligibility<ul style="list-style-type: none"><li>○ Complete eligibility form(s) documenting previous disability category e.g., Speech/Language Form <b><u>AND</u></b></li><li>○ Complete eligibility form(s) documenting current disability category e.g., Adverse Effect Form-for change to Autism</li></ul></li><li>• Dismissal from special education services<ul style="list-style-type: none"><li>○ Complete eligibility form(s) documenting student does not qualify as a child with a disability</li></ul></li></ul> <p><a href="#">34 CFR 300.305(e)</a></p>

# Eligibility Forms 3/27/24

## Slides



# B11: Child Find –

<u>Finding</u>	<u>What</u>
INR1	<p><b>Procedural Safeguards –</b></p> <ul style="list-style-type: none"><li>• Procedural Safeguards were offered to parent upon initial referral</li><li>• Document as enclosure in the AWN or Written Notice of the initial referral meeting</li></ul> <p><a href="#">34 CFR 300.504(a)(1)</a> MUSER Appendix 1</p>
INR3	<p><b>Timeline –</b></p> <ul style="list-style-type: none"><li>• Evaluations were completed within 45-school days (school days from date consent to evaluate was received by SAU to date eligibility meeting held) <b>OR</b> 60 calendar days for CDS</li></ul> <p><a href="#">34 CFR 300.301(c)(1)(ii)</a> MUSER V.A(3)(a)</p>

# B12: Transition from Part C to Part B

<u>Finding</u>	<u>What</u>
<b>INRC</b>	<ul style="list-style-type: none"><li>• IEP was implemented before the child's 3<sup>rd</sup> birthday, or start of school year is summer birthday</li></ul> <b>34 CFR 300.124</b>

# **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**

**We will only be looking at this IF you have students on an Abbreviated Day.**

**If you do not, please just let us know and this will not apply to you.**



## Abbreviated Day – Educational

<u>Finding</u>	<u>What</u>	<u>Where</u>
ADWN	<b>Basis of Abbreviated Day – Educational or Medical Only</b> MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
ADLR	<b>LRE Percentage is based on full school day</b> MUSER X.2.C(2)(c)	IEP 8
ADE1	<b>How the student will access curriculum and IEP services</b> MUSER VI.2.L(1)(a)	IEP 6&7, WN
ADE2	<b>How the student will access assessments</b> MUSER VI.2.L(1)(b)	IEP 6, WN
ADE3	<b>Revised IEP including:</b> <ul style="list-style-type: none"> <li>• Re-entry plan – no longer than 45 calendar days</li> <li>• Actions the SAU will take to assist the child to participate in full day</li> </ul> MUSER VI.2.L(1)(c) MUSER VI.2.L(1)(d)	IEP, WN
ADE4	<b>If more than 45 calendar days, IEP team must convene every 20 school days</b> MUSER VI.2.L(1)(e)	AWN, WN
ADE5	<b>Documentation that 20-day meeting addresses the following:</b> <ul style="list-style-type: none"> <li>• Review progress toward return</li> <li>• Review progress in education setting</li> <li>• Determine what setting will allow the student to progress</li> </ul> MUSER VI.2.L(1)(e)	AWN, WN
ADE6	<b>Revised IEP addresses reason for abbreviated day (i.e. FBA, behavior plan, counseling, gaps/goals/services/accommodations)</b>	IEP, WN



## Abbreviated Day – Medical

<u>Finding</u>	<u>What</u>	<u>Where</u>
<b>ADWN</b>	<b>Basis of Abbreviated Day – Educational or Medical Only</b> MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	<b>WN</b>
<b>ADLR</b>	<b>LRE Percentage is based on full school day</b> MUSER X.2.C(2)(c)	<b>IEP 8</b>
<b>ADM1</b>	<b>How the student will access curriculum and IEP services</b> MUSER VI.2.L(2)(b)	<b>IEP 6&amp;7, WN</b>
<b>ADM2</b>	<b>How the student will access assessments</b> MUSER VI.2.L(2)(c)	<b>IEP 6, WN</b>
<b>ADM3</b>	<b>Team must meet every 90 calendar days to review progress and amend IEP as necessary</b> MUSER VI.2.L(2)(d)	<b>AWN, IEP, WN</b>
<b>ADM4</b>	<b>IEP Team reconvenes when student is medically able to increase school day</b> MUSER VI.2.L(2)(d)	<b>AWN, WN</b>

Here is a link to our  
recorded training  
on Abbreviated Day



[YouTube](#)

[Slides](#)



# Notes about Timelines

Self-Assessments for November-December visits are due:  
**October 1, 2025**

Self-Assessments for April-May visits are due:  
**March 1, 2026**

Links for the self-assessments were provided in the June email  
**All other items will be reviewed when we come onsite**

# Notes about Timelines

- Pre-Findings will be issued the Friday after your site visit. You have 30 days to submit evidence of correction of Pre-Findings.
- Pre-Findings are areas that are not an indication of systemic non-compliance.
- Correction of Pre-Findings can result in 100% compliance in that area and, therefore, keep it off your CAP.
- Correction of Pre-Findings is OPTIONAL.
- You will also have 30 days to correct any Abbreviated Day findings. This is **not optional** and will result in a systemic CAP finding.

# Notes about Timelines

For visits that take place **November-December**

- CAP will be issued January 31, 2026
- CAP will be due November 30, 2026

For visits that take place **April-May**

- CAP will be issued June 30, 2026
- CAP will be due April 30, 2027

# **CAP Evidence Submission**

**Child Specific**– Correction to non-compliance from children’s files found during the file review. These are included on the “Child Specific” document. Federal regulations require correction of each instance of non-compliance.

**Systemic** – Evidence of systemic change from children’s files not included in the file review. The number of systemic submissions is based on child count and percentage of compliance.

# CAP Evidence Submission

Evidence can be submitted to:

[monitoring.doe@maine.gov](mailto:monitoring.doe@maine.gov)

OR

Department of Education  
Attention: Julie Pelletier  
23 State House Station  
Augusta, ME 04333-0023

\*if submitting by mail please **DO NOT** staple



# Let's look at the Self-Assessment Microsoft Form



# Resources



# Resources

## Procedural Manual

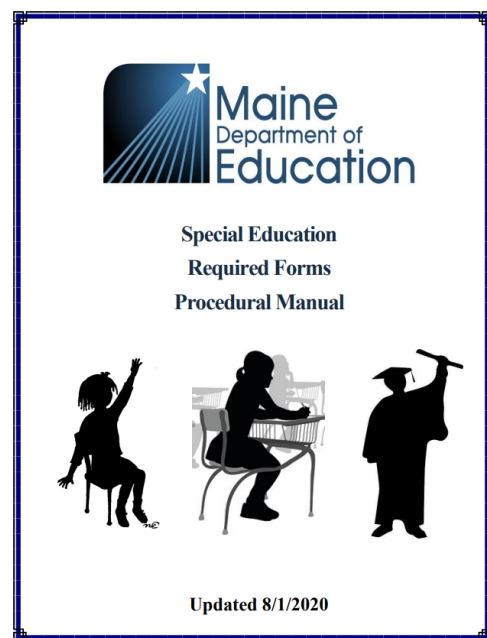


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**The IEP Committee:**  
Patricia Block, RSU #12  
Mary Adley, Maine DOE  
Laurie Lemieux, Winthrop School Dept.  
Robert Lucas, Maine DOE  
Kris Michaud, CDS  
Shelby Thibodeau, Augusta School Dept.  
Dan Hemdal, Maine DOE  
Ryan Meserve, RSU #38  
Riley Donovan, RSU #64

2



# Resources

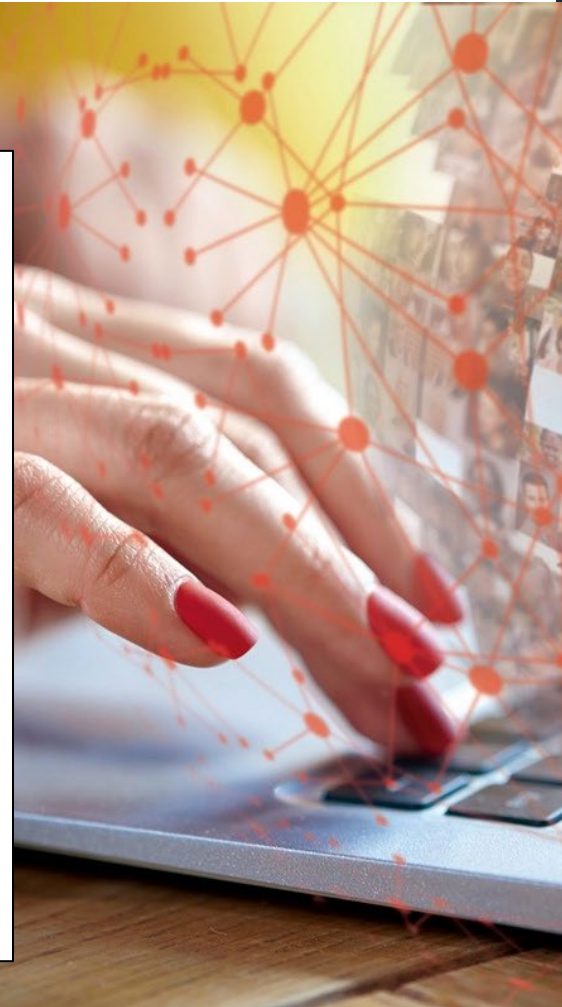
## Maine Unified Special E



**05-071 Chapter 101**

### **Maine Unified Special Education Regulation Birth to Age Twenty-Two**

**Effective Date: July 26, 2024**





# Resources

## 2025-26 Cohort IEP Quick Reference Document

### \*Compliance

### \*Best Practice

#### WRN2- Compliance:

- ☐ The Written Notice (WN) indicates who was in attendance
- ☐ The WN identifies in what capacity they attended the IEP meeting (i.e., administrator, general and special education teacher, parent, child, etc.)
- ☐ All required members were in attendance or excused



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

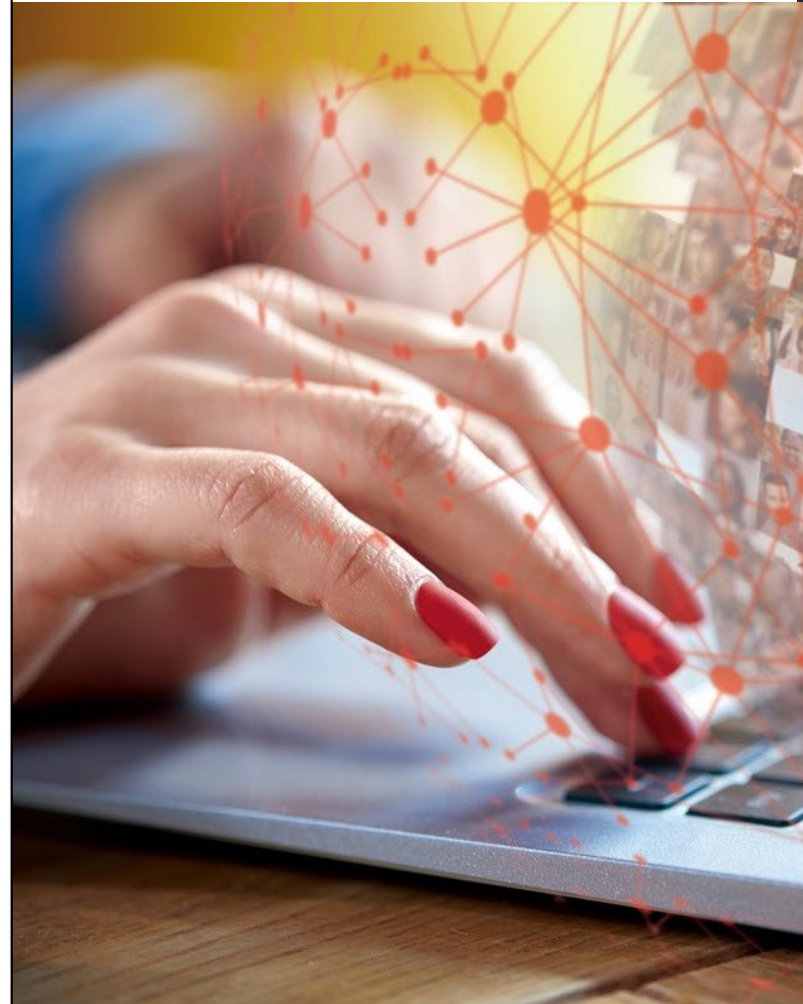
Child's Name:	Annual Date of IEP Meeting:
Date of Birth:	Duration of the IEP:
Age:	Date of Next Annual IEP Meeting:
Grade:	<u>FOT8- Compliance:</u>
	<input type="checkbox"/> Date of next annual is within 364 days of annual meeting date
School/Program:	Date of Re-Evaluation:
Parent/Guardian Name:	Date(s) 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



# Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



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

## 2025-26 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/10/25 3:00-4:00	Resources	<a href="#">Resources Registration Link</a>
Wednesday 9/24/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 1	<a href="#">Compliant vs Good IEPs Part 1 Registration Link</a>
Wednesday 10/8/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 2	<a href="#">Compliant vs Good IEPs Part 2 Registration Link</a>
Wednesday 10/15/25 9:00-11:00	IEP Training	<a href="#">IEP Training Registration Link</a>
Wednesday 10/22/25 3:00-4:00	Stress, Behavior and the Brain Presented by: Bear Shea	<a href="#">Stress, Behavior and the Brain Registration Link</a>
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	<a href="#">Post-Secondary Transition Planning</a>
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	<a href="#">Inclusion Registration Link</a>
Wednesday 12/10/25 3:00-4:00	Part C to Part B Transition	<a href="#">Part C to Part B Transition Registration Link</a>

## 2025-26 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/14/26 3:00-4:00	Alternate Assessments Guest Speaker: Mechelle Ganglefinger	<a href="#"><u>Alternate Assessment Registration Link</u></a>
Wednesday 1/28/26 3:00-4:00	ILAP and LAU Plan 101 Presented By: The Office of Teaching and Learning	<a href="#"><u>ILAP and LAU Plan 101 Registration Link</u></a>
Wednesday 2/11/26 3:00-4:00	McKenney Vento 101 Presented By: Signe Lynch	<a href="#"><u>McKenney Vento 101 Registration Link</u></a>
Wednesday 2/25/26 3:00-4:00	Data Collection	<a href="#"><u>Data Collection Registration Link</u></a>
Wednesday 3/11/26 3:00-4:00	Transition from CDS to Public School Guest Speaker: Lori Whittemore	<a href="#"><u>Transition from CDS to Public School</u></a>
Wednesday 3/25/26 3:00-4:00	Abbreviated Day	<a href="#"><u>Abbreviated Day Registration Link</u></a>
Wednesday 4/8/26 3:00-4:00	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	<a href="#"><u>Special Education Law for General Education Teachers Registration Link</u></a>
Wednesday 5/13/26 3:00-4:00	IEP Case Study	<a href="#"><u>Case Study Registration Link</u></a>
Wednesday 5/27/26 3:00-4:00	Discipline & Manifestation Determination	<a href="#"><u>Discipline and Manifestation Determination Registration Link</u></a>



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



Stay Connected!

## Find Us Online!

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**thank  
you!**



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