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# ***Welcome to Office Hours***

***This training is being recorded.***

***Please feel free to ask  
questions as they come up,  
but we will have several Chat  
Box Check-Ins  
throughout the training.***

A dark blue silhouette of a person sitting and reading a book, positioned on the left side of the slide. The background is a solid dark blue.

MAINE DEPARTMENT  
OF EDUCATION

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# Office Hours: IEP Meeting Essentials 09/25/24

**Presented by:** The OSSIE Supervision, Monitoring and  
Support Team



# Agenda

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## 1. Introductions

Meet the team

## 2. IEP Meeting Essentials

- IDEA and MUSER requirements for the IEP decision making process
- Required participants
- Major IEP responsibilities and timelines

## 3. Questions and Resources

Time for questions and links to resources



# Meet The Team



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# SPECIAL SERVICES & INCLUSIVE EDUCATION



## Includes links to:

- Child Development Services
- IDEA Supervision, Monitoring and Support
- Effective Dispute Resolution and Legal Resources
- Special Projects for Inclusion
- IDEA Data and Reporting
- Funding and Fiscal Accountability





## IDEA SUPERVISION, MONITORING, & SUPPORT

### IDEA Supervision, Monitoring & Support

The Maine State Department of Education has developed monitoring and data collection processes to meet the general supervision requirements outlined in the Individuals with Disabilities Act (IDEA) of 2004. These processes are compliant with the IDEA State Performance Plan Indicators and focus on growth in Federally mandated performance areas.

[Forms](#)

[Procedural Manual](#)

[School Administrative Unit Supports](#)

[Special Purpose Private School Supports](#)

[Monitoring Home](#)

[Supervision, Monitoring, & Support |  
Department of Education \(maine.gov\)](#)

[Meet the Team](#) - *The Maine DOE  
Supervision, Monitoring, & Support team is  
here to answer questions and assist  
schools & educators with special education  
information.*

# **The IEP Decision Making Process**

# What is the Purpose of an IEP?

The Individuals with Disabilities Education Act (IDEA) says the purpose of an ***Individualized*** Education Program (IEP) is “to ensure that all children with disabilities have available to them a ***free appropriate public education*** (FAPE) that emphasizes ***special education*** and related services designed to meet their ***unique needs*** and ***prepare them*** for further education, employment and independent living”, *and to promote movement back to general education.*



# IEP Decision-Making Process (MUSER VI.2 I)

## The IEP Meeting

Serves as a communication vehicle between parents and school personnel and enables them as equal participants, to make joint decisions regarding:

- 1) The child's needs and appropriate goals.
- 2) The extent to which the child will be involved in the general curriculum and participate in the regular ed environment and assessments.
- 3) The services needed to support that involvement and achieve agreed-upon goals.



# IEP Decision-Making Process (MUSER VI.2 I)

## Remember

The parents are considered equal partners with school personnel in making these decisions and the IEP team must consider the parents' concerns and the information they provide.



The IEP Team should work toward consensus, but the SAU has the ultimate responsibility to ensure that a child is appropriately evaluated, the IEP provides FAPE and the placement is in the least restrictive environment.

# IEP Decision-Making Process

## (MUSER VI.2 I)

What if the parents and the IEP team disagree?

If the team cannot reach consensus, the SAU must provide the parents with prior written notice of the school's proposals or refusals, or both, regarding their child's educational program, and the parents have the right to seek resolution of any disagreements by initiating an impartial due process hearing or a state complaint investigation.

# Effective Dispute Resolution | Department of Education (maine.gov)

## **IEP Facilitation**

Facilitated IEP is one where an IEP (Individualized Education Plan) is created by a collaborative team whose members share responsibility for the meeting. Here decision-making is managed using facilitation skills (Key2Ed). Research shows that offer facilitated IEP meetings, data suggests that there is a positive impact on member communication, and increased levels of trust and collaboration.

[IEP Facilitation Handbook](#)

[Facilitated IEP Meeting Request Form](#)

[IEP Facilitation FAQ](#)

## **| Mediation**

Mediation is a voluntary process option when filing a Due Process Hearing or State Complaint Investigation. A neutral person assists the parties in communicating and exploring possible options for resolving a conflict. The goal of special education mediation is to help the parties reach their own mutually acceptable resolution of the dispute related to a student's special education services. Stand-alone mediation is available without filing for a Due Process Hearing or a State Complaint Investigation.

[Who can request mediation?](#)

[Stand Alone Mediation](#)

[Stand Alone Mediation Request Form](#)

[Mediation Handbook](#)

## **Complaint Investigation**

A Complaint Investigation is a written complaint requesting an investigation of the IDEA/MUSER requirements. A State Complaints Office conducts a formal investigation, considering the information and interviews of the parties involved, and issues a written decision.

[Who can file a State Complaint Investigation Request?](#)

[State Complaint Investigation Request Form](#)

[State Systemic Complaint Investigation Request Form](#)

## **Due Process Hearing**

A Due Process hearing is a process involving a Hearing Officer who conducts a hearing which is like a formal court proceeding. The Hearing Officer considers the information and testimony offered by each side and issues a written decision.

[Who can file a due process hearing request?](#)

[Due Process Hearing Request Form](#)

[Due Process Expedited Hearing Request Form](#)

[Guidance for preparation of evidence for hearings](#)

# IEP Decision-Making Process (MUSER VI.2 I)

Recap:

- IEP Meeting serves as the communication vehicle for parents and SAUs to make decisions.
- Parents are equal partners.
- The SAU has the ultimate responsibility for FAPE.
- Dispute resolution options are available in the case of disagreement.

# **Required Participants for IEP meetings**



# 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

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



- ✓ 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.

# What if an IEP team member can't attend the IEP meeting?

## 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 Forms | Department of Education \(maine.gov\)](https://www.maine.gov/education/IEPForms)

# What if the student is of transition age?

If a student is of transition age, they must be invited to the meeting!

Dear <b>Mr. and Mrs Doe and Johnny,</b>	
An IEP/IFSP Team meeting has been scheduled for:	
Date:	<b>9/1/2024</b>
Time:	<b>8:00 am</b>
Location:	<b>Pretend Elementary School</b>

**Procedural  
Manual  
Page 38**

And, if any agency is likely to be responsible for paying for transition services, they must be invited by the school and the school must request consent from the parent before inviting.

<b>G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2))</b>
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.
<ul style="list-style-type: none"><li>• <b>Vocational Rehabilitation</b></li></ul>

**Procedural  
Manual  
Page 41**

# What if a parent can't attend the IEP meeting?

Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including—

- (a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (b) Scheduling the meeting at a mutually agreed on time and place.

If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls

# What if a parent can't attend the IEP meeting?

A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as—

- (a) Detailed records of telephone calls made or attempted and the results of those calls;
- (b) Copies of correspondence sent to the parents and any responses received; and
- (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.





# Major IEP Team Responsibilities

# 1. Determine Eligibility:

- Review, as part of initial or reevaluation, existing evaluation data including evaluations and information provided by the parents, classroom-based assessments and observations and teacher/service provide observations to determine if or what additional data are needed to determine whether a child is a child with a disability.

[Referral to Special Education | Department of Education \(maine.gov\)](https://www.maine.gov/education/special-education)

## 2. Determine Present Levels

- Determine present levels of performance and educational needs in all affected academic and non-academic areas.

[Teacher IEP Input Form \(maine.gov\)](https://www.maine.gov/education/assessment/iep/teacher-input-form)

### Office Hours Archives – Data Collection Modules



IEP Teacher Input Form

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

.....

Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Concerns: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Functional Performance (e.g., social skills, friendships, attention, homework habits):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Determine Modifications and/or Accommodations

- Determine any necessary modifications/adaptations in the regular ed program if existing data is insufficient to identify the child as eligible for special services.



[Multi-Tiered Systems of Supports \(MTSS\) | Department of Education \(maine.gov\)](https://www.maine.gov/education/mtss/)

## 4. Develop IEP

- Develop or revise an IEP to provide FAPE to any identified child with a disability



SAU or CDS Site:  
Date IEP Sent to Parent:

### 1. CHILD INFORMATION

Child's Name:		Annual Date of IEP Meeting:
Date of Birth:		Duration of the IEP:
Age:	Grade:	Date of Next Annual IEP Meeting:
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		

In general, when developing each child's IEP, the Team must consider:

- (a) The strengths of the child;
- (b) The concerns of the parents for enhancing the education of their child;
- (c) The results of the initial evaluation or most recent evaluation of the child; and
- (d) The academic, developmental, and functional needs of the child.



# 4. Develop IEP

Before the Meeting	During the Meeting	After the Meeting
<p>Choose several IEP dates/times</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check with admin., teachers, etc. before speaking to parents</li> <li><input type="checkbox"/> Call/email parents to schedule meeting with selected dates/times ready</li> <li><input type="checkbox"/> Document dates you contacted parents _____</li> <li><input type="checkbox"/> Determine set day and time and share it with the IEP Team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction of team members</li> <li><input type="checkbox"/> Review rights and procedural safeguards</li> <li><input type="checkbox"/> Purpose of meeting</li> <li><input type="checkbox"/> Share concerns</li> <li><input type="checkbox"/> Review current IEP-Goals/Programming/Assessment data</li> </ul>	<p>Finalize Written Notice</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mail home ideally within 3 days to provide at least 7 days prior notice of proposed or refused actions</li> </ul>
<p>IEP Invite</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mail home IEP invite (Advance Written Notice) to parents</li> <li><input type="checkbox"/> This must be sent at least 7 days prior to the scheduled IEP Meeting</li> <li><input type="checkbox"/> Include Enclosures e.g., Procedural Safeguards, Evaluations</li> </ul>	<p>Reevaluation (if appropriate)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review evaluations</li> <li><input type="checkbox"/> Determine eligibility</li> <li><input type="checkbox"/> Complete eligibility form as Team</li> </ul>	<p>Finalize IEP</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Send home a copy within 21 school days of the IEP meeting</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Send out teacher input form</li> </ul>	<p>Transition (starting in 9<sup>th</sup> grade or year turning 16, whichever comes first)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals</li> <li><input type="checkbox"/> Transition services</li> </ul>	<p>File documents</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advance Written Notice, Written Notice, IEP and any other documents filed in student file</li> <li><input type="checkbox"/> Keep a copy of the new IEP for your records</li> </ul>
<p>Review the current IEP</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review current progress monitoring data</li> <li><input type="checkbox"/> Are the IEP goals still appropriate and/or realistic?</li> </ul>	<p>Determine components of IEP</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strengths and skill gaps</li> <li><input type="checkbox"/> Present levels-baseline data of skill gaps</li> <li><input type="checkbox"/> Measurable annual goals</li> <li><input type="checkbox"/> Accommodations/modifications for instruction and assessment</li> <li><input type="checkbox"/> Participation in state and district wide assessments and how they are assessed</li> <li><input type="checkbox"/> Services needed</li> <li><input type="checkbox"/> Placement (Least Restrictive Environment-LRE)</li> </ul>	<p>Update tools for implementation of the IEP</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data sheets</li> <li><input type="checkbox"/> Create necessary materials</li> <li><input type="checkbox"/> Instructional practices</li> </ul>
<p>Draft the new IEP</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write proposed goals</li> <li><input type="checkbox"/> Write proposed updated behavior intervention plan (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine ESY eligibility</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Share updated IEP and/or accommodations with teachers or special area teachers that will have an impact in their classroom</li> </ul>

[Sample IEP Meeting Checklist \(maine.gov\)](http://maine.gov)

# 5. Annual Review

- Review, at least annually, the IEP to determine whether goals are being achieved, revise the IEP as appropriate to address any lack of progress towards annual goals and general education, consider any results of reevaluations, and consider any information provided to or by the parents.

[Questions and Answers \(Q&A\) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1 - Individuals with Disabilities Education Act](#)

# Amendments

- In making changes to a child's IEP after the annual IEP meeting for a school year, the parent and the SAU may agree not to convene an IEP meeting and instead may develop a written document to amend or modify the child's current IEP.
  - The SAU must provide prior Written Notice to the parent
  - The SAU must inform the IEP team of any changes made
  - The SAU must provide the parent a revised copy of the IEP with the amendments

# Major IEP Team Responsibilities (MUSER VI.2 I)

Recap:

1. Determine Eligibility
2. Determine Present Levels of Performance and Educational needs
3. Determine Modifications/and or Accommodations in general education
4. Develop the IEP
5. Annual Review of the IEP

# IEP Meeting Timelines

# IEP Meeting Timelines

## Advanced Written Notice

- Each SAU must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including, notifying parents of the meeting early enough, *at least 7 days prior to the meeting*, to ensure that they will have an opportunity to attend

### **This section is used to:**

- Document the parent's willingness to waive the 7-day notice of the IEP meeting.

#### **Waiver of 7 Day Advance Notice of IEP Meeting**

Each SAU or IEU must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP/IFSP Team meeting, or are afforded the opportunity to participate. These steps include notifying the parents of the meeting early enough, but at least 7 days prior to the meeting to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place.

If you have not been provided notice of the meeting at least 7 days before the meeting date, your signature waiving your rights to the timeframe is required below before the IEP/EFSP Team meeting may be convened.

\_\_\_\_\_  
Signature of parent/guardian for waiver

\_\_\_\_\_  
Date

**Parents must sign here whenever the IEP meeting is held less than 7 days from when notice was provided.**



# IEP Meeting Timelines

## Evaluations:

- The initial evaluation must be conducted within **60 calendar days** of receiving parental consent for the evaluation for children in the Child Development Services System, or **within 45 school days** of receiving parental consent for the evaluation for children 5-22 years of age under the responsibility of the public school system, and must consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child; and
- (ii) Following the completion of the initial evaluation, and within the above timeframe, the agency or SAU shall proceed to determine if the child is a child with a disability under 34 CFR 300.8 [Section VII].

**CDS = 60 Calendar days**  
**SAU= 45 School days**

*A copy of the evaluation report must be provided to the parent at least 3 days prior to the IEP Team Meeting at which the evaluation will be discussed.*

# IEP Meeting Timelines

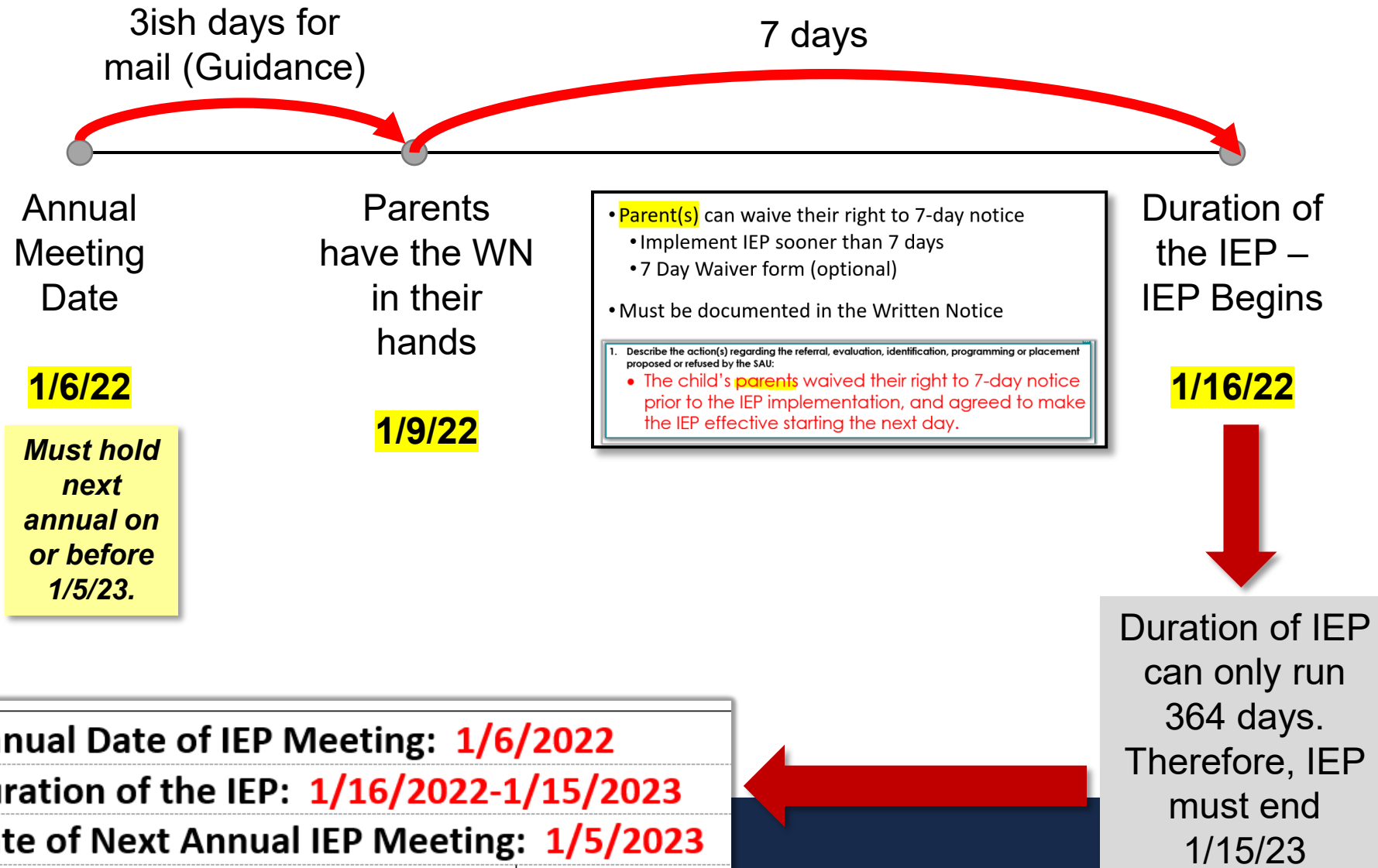
## Requirement that Program be in Effect:

- Initial IEPs: A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services.
- Implementation of IEP must be as soon as possible following the IEP meeting, but no later than 30 days after the initial identification of the child with a disability



*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.*

# Annual IEP & Duration of IEP



# IEP Meeting Timelines

## Reevaluations:

- Can be completed if the SAU determines that educational or related services needs, including academic and functional performance warrant reevaluation
- Can be completed if the parent or teacher requests a reevaluation
- Can not occur more frequently than once a year unless parent and SAU agree otherwise
- Must be completed every 3 years unless parent and SAU agree that a reevaluation is not necessary

# IEP Meeting Timelines

Recap:

- Advanced Written Notice of IEP meeting at least 7 days prior to meeting unless waived by parent
- Evaluations and determination within 45 school days (SAU) or 60 calendar days (CDS)
- Initial IEPs must be developed and implemented within 30 days of eligibility determination.
- Annual IEPs can't be written for more than 364 days.
- Annual meeting dates can't be longer than 364 days.
- Reevaluation not more than once per year, but at least every 3 years
- A full copy of the IEP must be sent home to the parent within 21 days



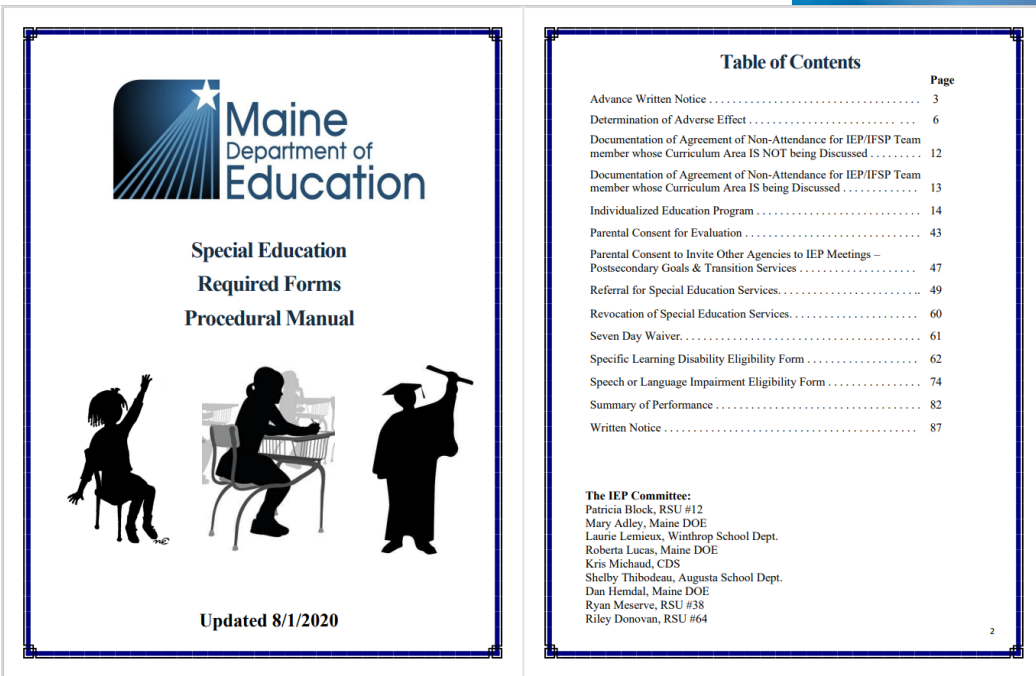
# Resources





# Resources

## Procedural Manual





# Resources

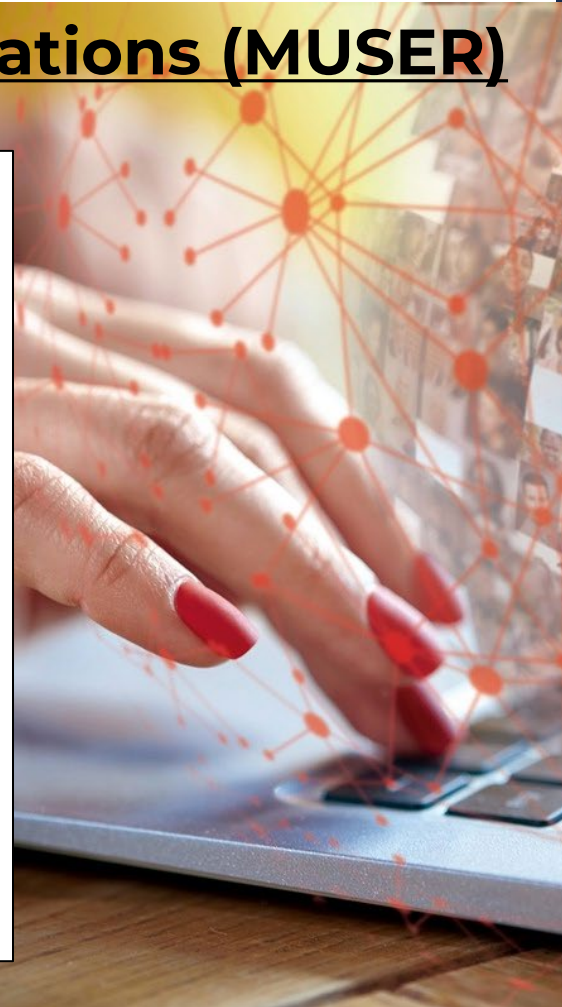
## Maine Unified Special Education Regulations (MUSER)



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:	<b>FOT8- Compliance:</b>
	<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	<a href="#"><u>Resources Registration Link</u></a>
Wednesday 9/25/24	IEP Essentials for New Teachers	<a href="#"><u>IEP Essentials for New Teachers Registration Link</u></a>
Friday 10/9/24	Alignment	<a href="#"><u>Alignment Registration Link</u></a>
Tuesday 10/15/24	All District IEP Training	<a href="#"><u>All District IEP Training Registration Link (10/15/24)</u></a>
Wednesday 10/23/24	Advanced Written Notice and Written Notice	<a href="#"><u>AWN &amp; WN Registration Link</u></a>
Thursday 10/31/24	All District B13 Training	<a href="#"><u>All District B13 Transition Training Registration Link (10/31/24)</u></a>
Wednesday 11/13/24	Inclusion Presented by: Tracy Whitlock	<a href="#"><u>Inclusion Registration Link</u></a>
Wednesday 12/11/24	How Community Case Managers Can Help IEP Teams Presented by: KVBH	<a href="#"><u>How Community Case Manager Can Help the IEP Team Link</u></a>

## 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	<a href="#"><u>Alternate Assessment Registration Link</u></a>
Wednesday 1/22/25	Compliant versus Good IEPs Developing a Strong IEP Part 1	<a href="#"><u>Compliant vs Good IEPs Part 1 Registration Link</u></a>
Wednesday 2/12/25	Compliant versus Good IEPs Developing a Strong IEP Part 2	<a href="#"><u>Compliant vs Good IEPs Part 2 Registration Link</u></a>
Wednesday 2/26/25	Accommodations and Services	<a href="#"><u>Accommodations &amp; Services Registration Link</u></a>
Wednesday 3/12/25	Transition from CDS to Public School Guest Speaker: Lori Whittemore	<a href="#"><u>Transition from CDS to Public School Registration Link</u></a>
Wednesday 3/26/25	Abbreviated Day	<a href="#"><u>Abbreviated Day Registration Link</u></a>
Wednesday 4/9/25	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>
Monday 5/12/25	All District B13 Transition Training	<a href="#"><u>All District B13 Transition Training Registration Link (5/12/24)</u></a>
Wednesday 5/14/25	Forms	<a href="#"><u>Forms Registration Link</u></a>
Friday 5/28/25	Discipline & Manifestation Determination	<a href="#"><u>Discipline &amp; Manifestation Determination</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>



This Photo by Unknown Author is licensed under CC BY-SA/NC



Use the link to complete the form  
on your computer

**OR**

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

The image shows a mobile device screen displaying the same feedback form as the desktop version. The form is titled 'Feedback and Contact Hours' and includes the Maine Department of Education logo. It asks the user to complete the form to receive a contact hour certificate. The first question is 'Did the training content meet your expectations?' with '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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[www.maine.gov/doe](http://www.maine.gov/doe)



[@MaineDOEComm](https://www.youtube.com/@MaineDOEComm)



[@mainedepted](https://www.instagram.com/mainedepted)



[@mdoenews](https://twitter.com/mdoenews)



[@MaineDepartmentofEducation1](https://www.facebook.com/MaineDepartmentofEducation1)





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