



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.***



MAINE DEPARTMENT
OF EDUCATION

Office Hours: IEP Alignment 10/9/24



Presented by: The OSSIE Supervision, Monitoring and Support Team

Meet the Supervision, Monitoring and Support Team



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IEP Plan Alignment

Considerations AND Current Evaluation and Progress Results

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

Academic, Functional and Developmental Strengths

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

Present
Level

Annual
Goal(s)

Service(s)

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

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

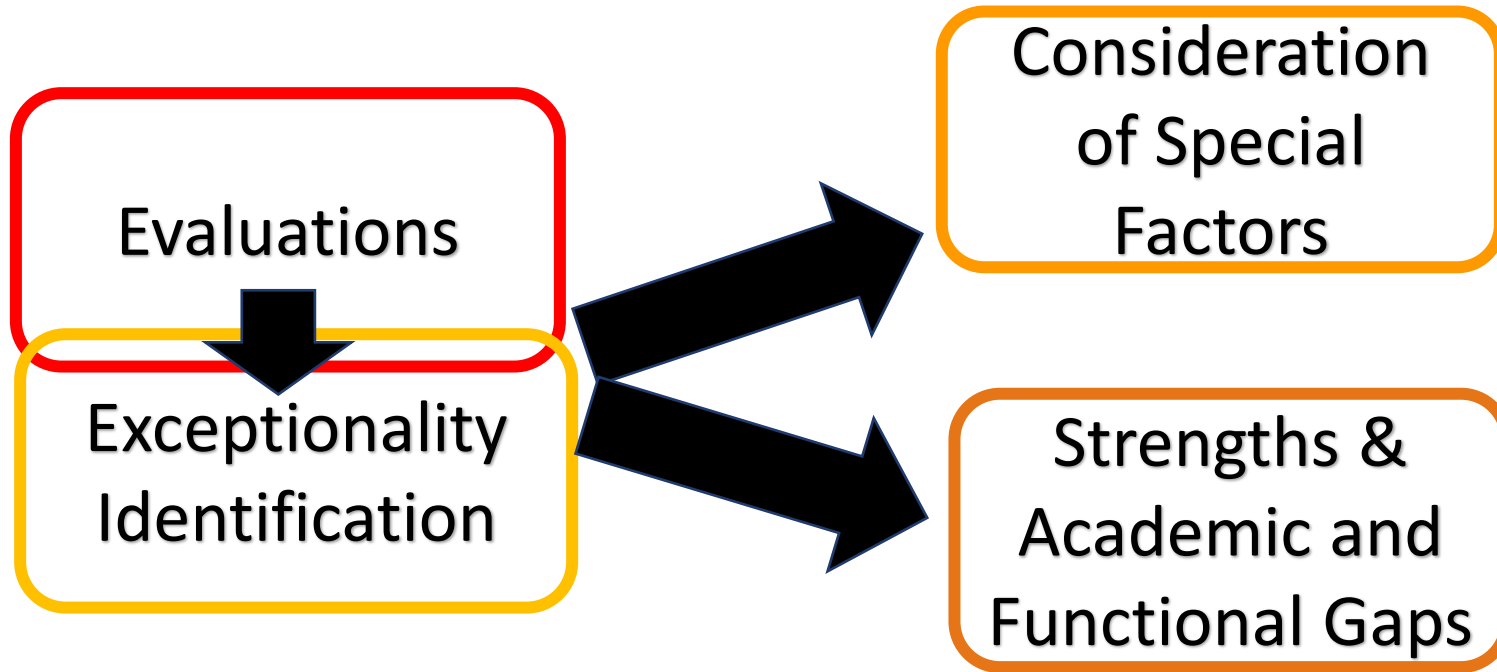
Present
Level

Annual
Goal(s)

Service(s)

Least Restrictive Environment
(LRE)

Evaluations



Evaluations listed in Section #4A support eligibility identification in Section #2.

2. DISABILITY

- ☐ Autism
- ☐ Developmental Delay (3-5)
- ☐ Hard of Hearing
- ☒ **Other Health Impairment**
- ☐ Specific Learning Disability

- ☐ Deaf-Blindness
- ☐ Developmental Delay (Kindergarten)
- ☐ Intellectual Disability
- ☐ Orthopedic Impairment
- ☐ Traumatic Brain Injury

- ☐ Deafness
 - ☐ Emotional Disability
 - ☐ Visual Impairment (including Blindness)
 - ☐ Speech/Language Impairment
 - ☐ Multiple Disability
- (check all applicable concomitant disabilities)*



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

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

Psychoeducational Report 12/17/2023

WISC-5

Verbal Comprehension 75

Perceptual Reasoning 88

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

Verbal Memory Index Score 64

CTOPP-2

Phonological Awareness 88

Phonological Memory 61

Rapid Naming 58

BASC-2-Parent

Hyperactivity 60

Aggression 49

Externalizing Problems 47

Learning Problems 52

Social Skills 57

Study Skills 42

Attention Problems 45

Anxiety 37

Clinically Significant: Attention Problems, Learning Problems

At-Risk: Hyperactivity, Anxiety, Study Skills

GORT-5

Oral Reading Index 65

WIAT-4

Written Expression Composite 74

Mathematics Composite 81

Occupational Therapy Evaluation 12/11/2023

Test of Visual-Motor Integration

VMI 73

Visual Perception 104

Motor Coordination 81

WRAVMA

Composite Score 84

BASC-2-School

Hyperactivity 69

Aggression 49

Externalizing Problems 45

Learning Problems 78

Social Skills 48

Study Skills 35

Attention Problems 73

Anxiety 67

TVPS-4

Overall 96

Basic Processes 91

Sequencing 111

Complex Processing 103

Sensory Profile School Companion

Sensory Scores: Similar to Others-Auditory, Touch; More than Others-Visual, Movement, Behavior

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

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

Clinical Observations

Bilateral motor coordination-below those seen in same age peers

Motor Planning-below those seen in same age peers

Handwriting Screener

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

Speech/Language Evaluation 12/10/23

CELF-5

Core Language Score 75

Receptive Language Index 69

Expressive Language Index 93

Language Content Index 82

Language Memory Index 78

Evaluations
listed in Section
#4A support
eligibility
identification in
Section #2.



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

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

Psychoeducational Report 12/17/2023

WISC-5

Verbal Comprehension 75

Perceptual Reasoning 88

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

Verbal Memory Index Score 64

CTOPP-2

Phonological Awareness 88

Phonological Memory 61

Rapid Naming 58

BASC-2-Parent

Hyperactivity 60

Aggression 49

Externalizing Problems 47

Learning Problems 52

Social Skills 57

Study Skills 42

Attention Problems 45

Anxiety 37

Clinically Significant: Attention Problems, Learning Problems

At-Risk: Hyperactivity, Anxiety, Study Skills

GORT-5

Oral Reading Index 65

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Sensory Profile School Companion

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Clinical Observations

Bilateral motor coordination-below those seen in same age peers

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Language Content Index 82

Language Memory Index 78

Evaluations
listed in Section
#4A support
selections in
Section #3.



Evaluations listed in Section #4A support selections in Section #3.



3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)): Mom is concerned that Jack doesn't pay attention in class or complete homework.	
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 type="checkbox"/> NO <input checked="" 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
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

What if the student has a Post-Secondary Transition Plan?

POST-SECONDARY TRANSITION	
J. Is the child in 9 th 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.	

- ✓ The Post-Secondary Transition Plan, Section 9, should be completed first
- ✓ The IEP should be completed after to support meeting the goals on the transition plan

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:

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Core Language Score 75

Receptive Language Index 69

Expressive Language Index 93

Language Content Index 82

Language Memory Index 78

Evaluations listed in
Section #4A guide
strengths in **Section
#4B...**





Evaluations listed in Section #4A guide strengths in Section #4B.

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

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

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

and distinctly
measurable and
persistent skill gaps in
Section #4C & #4D.





Evaluations listed in Section #4A guide distinctly measurable and persistent skill gaps.

Section 4C-Academic gaps

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

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

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

Best Practice:

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

Section 4D-Functional gaps

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

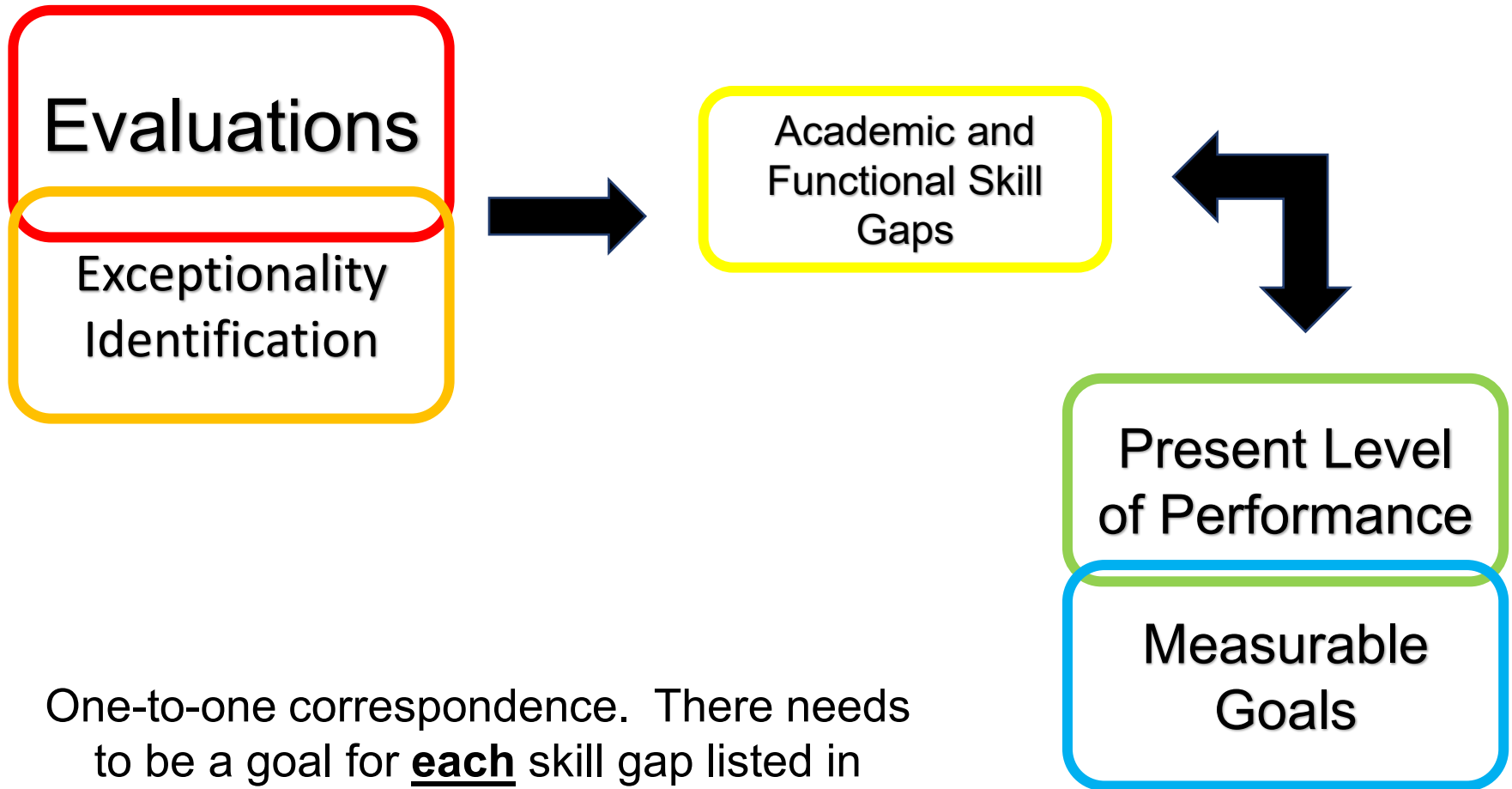
- **Handwriting**

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

- **Responding to questions**

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

Measurable Goal for each distinctly measurable and persistent skill gap.



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

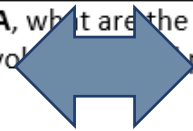
Present level and measurable goal for **each** distinctly measurable and persistent skill gap.

Academic

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

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

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



<p>Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jack is currently decoding a beginning of 3rd grade level text with 74% accuracy. Measurable Goal (MUSER IX.3.A.(1)(b) & (c) By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence. By 10/2025, given specially designed instruction, Jack will decode a beginning of 4th grade level text with 85% accuracy as measured by running records and teacher collected data. MLR.R.EA.3 Objective(s) required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence.</p>	Progress:
<p>Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jack is currently answering comprehension questions regarding a beginning of 3rd grade level text with 50% accuracy. Measurable Goal (MUSER IX.3.A.(1)(b) & (c) By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence. By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. MLR.R.EA.12 Objective(s) required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence.</p>	Progress:
<p>Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jack writes a <u>3</u> paragraph essay in 0 out of 5 opportunities. Measurable Goal (MUSER IX.3.A.(1)(b) & (c) By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence. By 10/2025, given specially designed instruction, Jack will write a <u>3</u> paragraph essay in 4 out of 5 opportunities as measured by work samples and teacher collected data. MLR.W.EA.3 Objective(s) required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence.</p>	Progress:
<p>Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jack is able to add and subtract multi-digit numbers with regrouping with 20% accuracy. Measurable Goal (MUSER IX.3.A.(1)(b) & (c) By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence. By 10/2025, given specially designed instruction, Jack will add and subtract multi-digit numbers with regrouping with 85% accuracy as measured by work samples and teacher collected data. MLR.QR.EA.3 Objective(s) required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence.</p>	Progress:

Measurable Goal for each distinctly measurable and persistent skill gap.

Functional

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

- **Handwriting**

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

- **Responding to questions**

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



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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

Jack appropriately responds to verbal and written questions with 47% accuracy.

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

Progress:

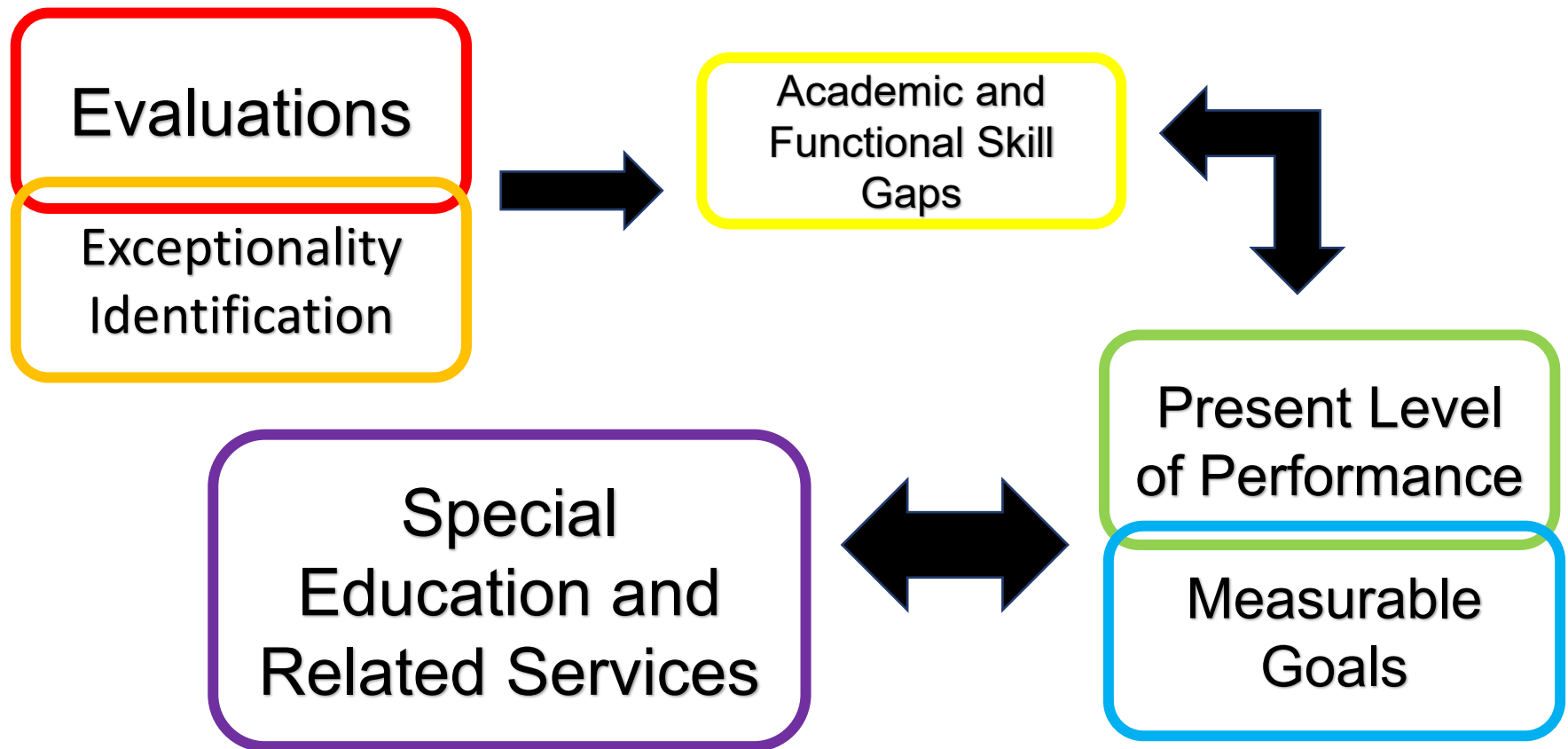
By date, given service, child's name will skill as measured by evidence.

By 10/2025, given speech/language therapy, Jack will appropriately respond to verbal and written questions with 80% accuracy as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

Special Education or Related Service provided for each Measurable Goal



Service for each Measurable Goal.

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

Jack appropriately responds to verbal and written questions with 47% accuracy.

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

Progress:

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

By 10/2025, given speech/language therapy, Jack will appropriately respond to verbal and written questions with 80% accuracy as measured by work samples and teacher collected data.

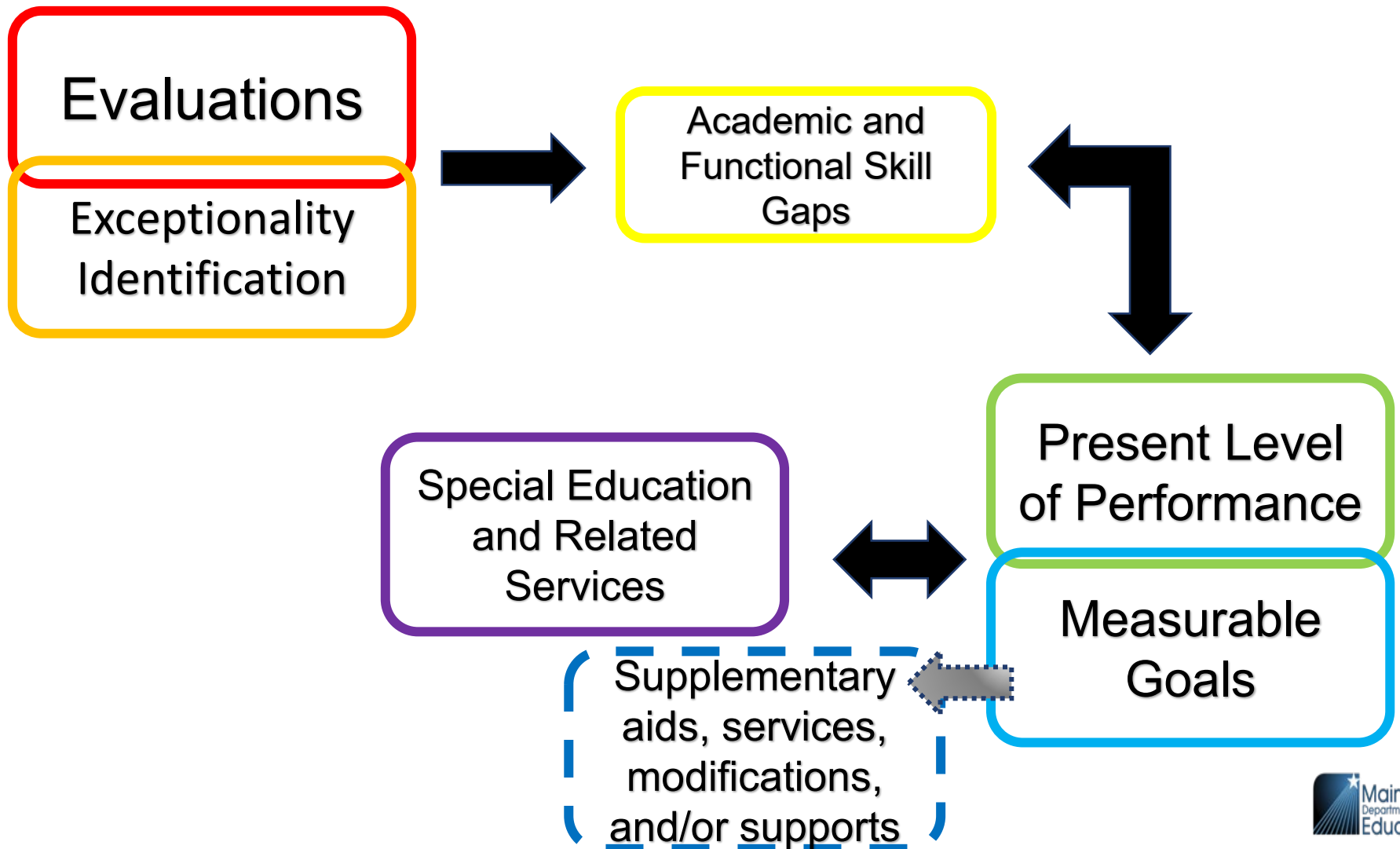
Objective(s) required? ☐ Yes ☒ No

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



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

Supplementary aids, services, modification, and/or supports



Supplementary aids, services, modification, and/or supports

PLEASE
NOTE:



- If a special consideration is marked yes in Section 3, it may be appropriate to document it in Section 6.
- If a support, aid, or modification is referenced in a goal because the student needs it to be successful, it should be listed in Section 6 of the IEP.

Supplementary aids, services, modification, and/or supports

B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO



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

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

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
ILAP: Individual Language Acquisition Plan	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	10/15/2024- 10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
Positive Behavior Support Plan	<input checked="" type="checkbox"/> Classroom Instruction	General/Special Education	Throughout the entire school day	10/15/2024- 10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			

Supplementary aids, services, modification, and/or supports

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

Gracie utilizes self-regulation tools and strategies available, by asking for the tool and/or strategy with adult prompting, in 25% of opportunities.

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

Progress:

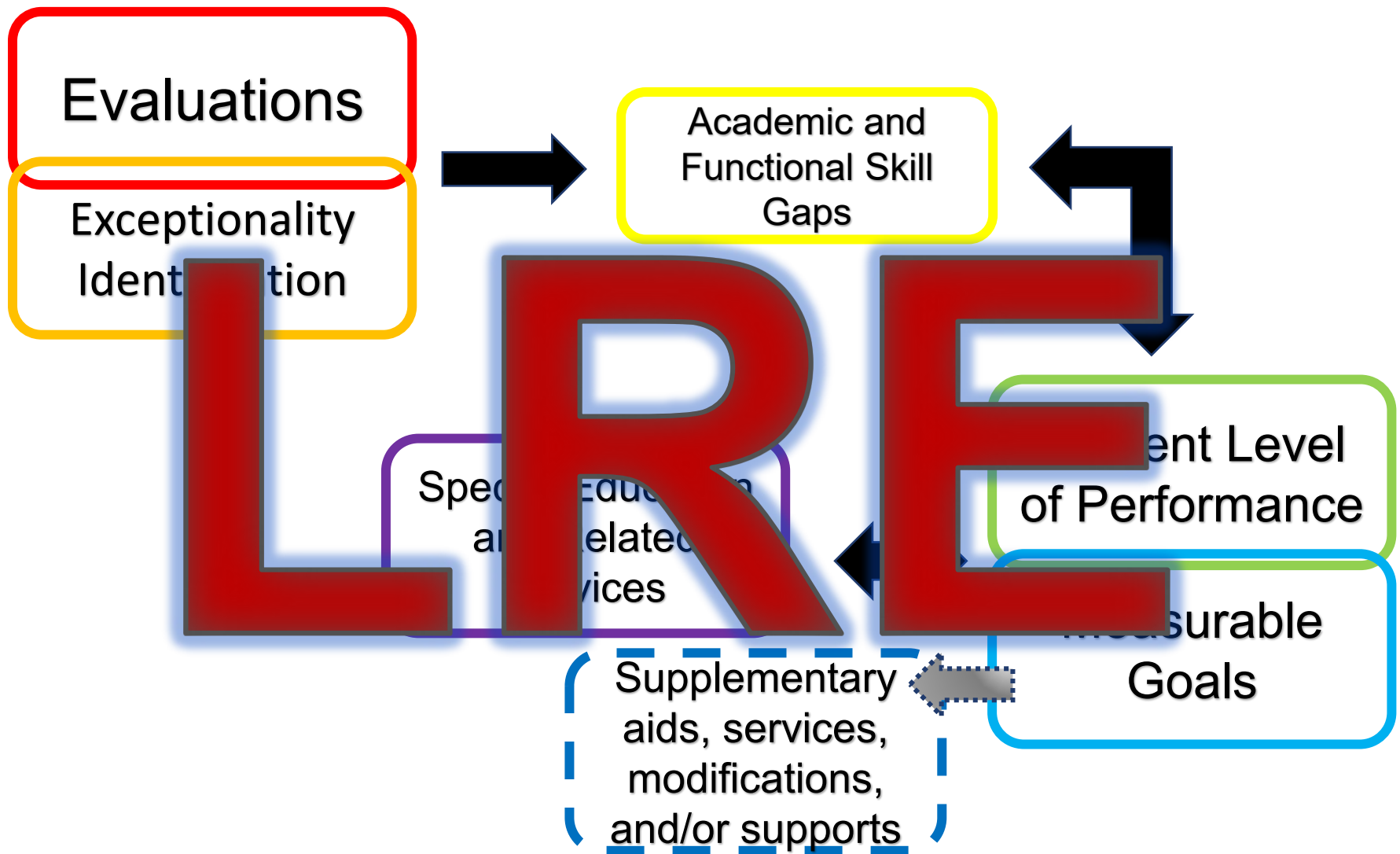
By date, given service, child's name will skill as measured by evidence.

By 12/2/2022, given specially designed instruction and a visual of tools and strategies available (including but not limited to, fidgets, wobble stool/seal, option to stand, etc.), Gracie will ask for a tool and/or strategy with adult prompting, in 75% of opportunities as measured by data collection, teacher reports, and maintaining attention.

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

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

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
*Sensory Tool Kit *Help Card *Visual Schedule *Wobble Seat/Stool *Option to Sit or Stand *Fidgets	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and Regular Education	As Needed	10/15/2024- 10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			



Maine Unified Special Education Regulations

Page 120 MUSER X.2.B

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. [20 USC 1412(a)(5) and 34 CFR 300.114]

Least Restrictive Environment

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? 54%		An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): Jack's Other Health Impairment due to ADHD is to such a degree that he requires small group instruction in the special education setting.	

Chat Box Check In





Why is this noncompliant?

Academic

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

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

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

✓ Gap listed with no goal aligned

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

Jack writes a 3 paragraph essay in 0 out of 5 opportunities.

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

Academic

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

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

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

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

Jack writes a 3 paragraph essay in 0 out of 5 opportunities.

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

Why is this noncompliant?

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):

Mom is concerned that Jack doesn't pay attention in class or complete homework.

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 type="checkbox"/> NO <input checked="" 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



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

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

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

✓ Positive behavior supports not documented

Remember:

If a special consideration is marked yes in Section 3, it must be represented in the IEP.

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))

☒ **YES** ☐ **NO**



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

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

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Positive Behavior Support Plan	<input checked="" type="checkbox"/> Classroom Instruction	General/Special Education	Throughout the entire school day	10/15/2024- 10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
	<input type="checkbox"/> Classroom Instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			



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MUSER VII.2.H

Multiple Disabilities

Is speech/language a special education service or related service?

2. DISABILITY

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

(check all applicable concomitant disabilities)

✓ Special Education Service

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.

MUSER VII.2.H

Multiple Disabilities

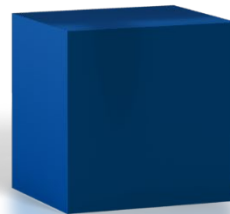
2. DISABILITY

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



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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Education Teacher	Special Education	5 hrs/week	10/15/2024- 10/14/2025
Speech/Language Services	Speech/Language Pathologist	Special Education	120 min/ month	10/15/2024- 10/14/2025

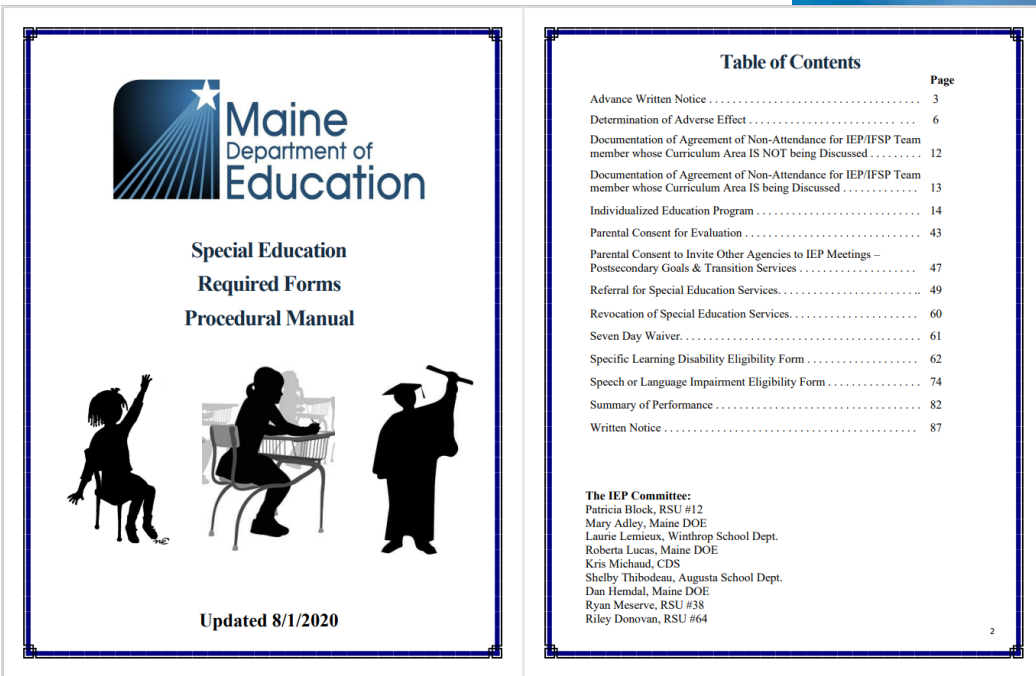


Resources



Resources

Procedural Manual



Resources

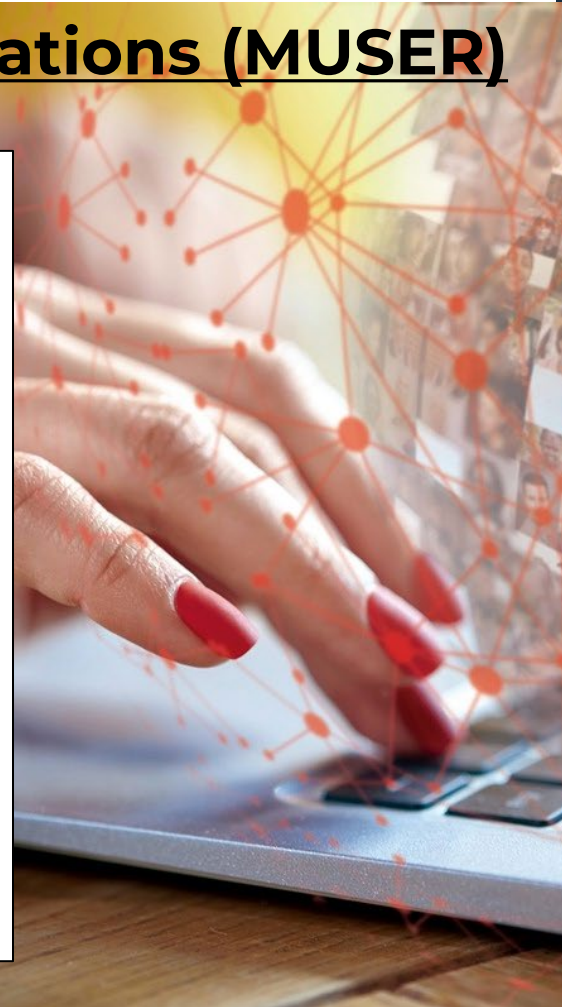
Maine Unified Special Education Regulations (MUSER)



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

2. DISABILITY

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

Compliance:

- ☐ Only one disability checked, unless Multiple Disability is checked
- ☐ If Multiple Disability is checked, all disabilities making up the multiple are checked

Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)



2024-25 Professional Development Schedule

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

2024-25 Professional Development Schedule (cont.)

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

Professional Learning Feedback and Contact Hour Form.

Use the link to complete the form
on your computer

OR

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

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

A smartphone screen showing the "Feedback and Contact Hours" form. The form includes the Maine Department of Education logo, the title "Feedback and Contact Hours", and a question: "Did the training content meet your expectations? *". Below the question are two radio button options: "Yes" and "No". The form is displayed on a dark background with a large star graphic.



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