



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



MAINE DEPARTMENT
OF EDUCATION

Office Hours: IEP – Compliant vs. Best Practice Part 1 9/24/2025



Presented by: The OSSIE Supervision, Monitoring and Support Team



Our Agenda

- 1. Team Introductions**
- 2. Compliant vs Best Practice: IEP Sections 1-5**
- 3. Questions**
- 4. Resources**

Supervision, Monitoring and Support Team



Colette Sullivan
Federal Programs Coordinator
colette.sullivan@maine.gov



Jennifer Gleason
Educational Specialist
jennifer.gleason@maine.gov



Karlie Thibodeau
Educational Specialist
karlie.l.thibodeau@maine.gov



Ashley Satre
Educational Specialist
ashley.satre@maine.gov



Julie Pelletier
Secretary Associate
julie.pelletier@maine.gov

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

Compliant
IEP



Good
IEP

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**.



Compliance and 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 ≤ 21 school days from Annual Date of IEP Meeting

1. CHILD INFORMATION

Child's Name:	Grade:	<input type="checkbox"/> Annual Date of IEP Meeting: <input type="checkbox"/> Duration of the IEP: <input type="checkbox"/> 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 <input type="checkbox"/> Date of Re-Evaluation: <input type="checkbox"/> Date(s) of Amended IEP: <input type="checkbox"/> Case Manager:
Date of Birth:		
Age:		
School/Program:		
Parent/Guardian Name:		
Child's Address:		
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



Section 1 & 2 – Compliance

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:

Date of Birth:

Age:

Grade:

Annual Date of IEP Meeting:

Duration of the IEP:

Date of Next Annual IEP Meeting:

FOT8- Compliance:

☐ Date of next annual is within 364 days of annual meeting date

School/Program:

Parent/Guardian Name:

Child's Address:

City, State, ZIP:

Date of Re-Evaluation:

Date(s) of Amended IEP:

Case Manager:

State Agency Client? ☐ YES ☐ NO

2. DISABILITY

☐ Autism

☐ Developmental Delay (3-5)

☐ Hearing Impairment

☐ Other Health Impairment

☐ Specific Learning Disability

☐ Deaf-Blindness

☐ Developmental Delay (Kindergarten)

☐ Intellectual Disability

☐ Orthopedic Impairment

☐ Traumatic Brain Injury

☐ Deafness

☐ Emotional Disturbance

☐ Visual Impairment (including Blindness)

☐ Speech/Language Impairment

☐ Multiple Disability

(check all applicable concomitant disabilities)

Compliance:

☐ Only one disability checked, unless Multiple Disability is checked

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

Section 1 – Compliance

SAU or CDS Site:

Date IEP Sent to Parent: **11/5/2024**

1. CHILD INFORMATION

Child's Name:

Annual Date of IEP Meeting: **10/5/2024**

Date of Birth:

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

Age:

Grade:

Date of Next Annual IEP Meeting: **10/4/2025**

School/Program:

Date of Re-Evaluation: **12/2026**

Parent/Guardian Name:

Date(s) of Amended IEP:

Child's Address:

Case Manager:

City, State, ZIP:

State Agency Client? ☐ YES ☐ NO

MUSER IX.3.G

- G. Copy of IEP to Parents. A complete copy of the Individualized Education Program shall be provided to the parent within 21 school days of the IEP Meeting at which the IEP was developed.*

Section 1 – Compliance

The date of the annual review and the duration of the IEP must ***not*** exceed 364 days



Annual Date of IEP Meeting: **10/5/2024**

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

Date of Next Annual IEP Meeting: **10/4/2025**

(5) *To review, **at least annually**, the Individualized Education Program of each child with a disability to:*

MUSER VI.2.J(5)

Section 2 – Compliance

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 type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Multiple Disability |
| <i>(check all applicable concomitant disabilities)</i> | | |

OR

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> | | |

Section 3 – Compliance

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

CIM1- Compliance:

- ☐ Each question is answered
- ☐ If yes, addressed in IEP with goals, services, and/or accommodations

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	<input 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 type="checkbox"/> YES <input type="checkbox"/> NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Is the child deaf or hard of hearing?	<input type="checkbox"/> YES <input type="checkbox"/> NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input type="checkbox"/> NO
H. Does the child have academic needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
I. Does the child have functional/developmental needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

Section 3 – Compliance

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Does the child have limited English proficiency? (MUSER IX.3.C.(2)(b))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Does the child have language needs, due to limited English proficiency, which need to be addressed in the IEP?	<input type="checkbox"/> YES <input type="checkbox"/> NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Is the child deaf or hard of hearing?	<input type="checkbox"/> YES <input type="checkbox"/> NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input type="checkbox"/> NO
H. Does the child have academic needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
I. Does the child have functional/developmental needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

- Think of this as the Table of Contents
- If any section is documented YES, then it is expected that there is corresponding information in the IEP itself.
- For every YES, the team wants to ensure alignment based on determinations discussed at the IEP meeting.

Section 4A & 4B – Compliance

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

RAE1- Compliance:

- ☐ Include evaluations that support the eligibility discussion
- ☐ Include evaluation name
- ☐ All evaluations must be dated

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

AFS1- Compliance:

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

Section 4A – Compliance

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MCA 20-309.3.C.(1))

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

Psychoeducational Report 12/17/2023

WISC-5

Verbal Comprehension 75

Perceptual Reasoning 88

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

Verbal Memory Index Score 64

CTOPP-2

Phonological Awareness 88

Phonological Memory 61

Rapid Naming 58

BASC-2-Parent

Hyperactivity 60

Aggression 49

Externalizing Problems 47

Learning Problems 52

Social Skills 57

Study Skills 42

Attention Problems 45

Anxiety 37

Clinically Significant: Attention Problems, Learning Problems

At-Risk: Hyperactivity, Anxiety, Study Skills

GORT-5

Oral Reading Index 65

WIAT-4

Written Expression Composite 74

Mathematics Composite 81

Occupational Therapy Evaluation 12/11/2023

Test of Visual-Motor Integration

VMI 73

Visual Perception 104

Motor Coordination 81

WRAVMA

Composite Score 84

Compliance:

- Evaluations that support the eligibility discussion
 - Evaluation name
- All evaluations must be dated

BASC-2-School

Hyperactivity 69

Aggression 49

Externalizing Problems 45

Learning Problems 78

Social Skills 48

Study Skills 35

Attention Problems 73

Anxiety 67

TVPS-4

Overall 96

Basic Processes 91

Sequencing 111

Complex Processing 10

Sensory Profile School

Sensory Scores: Similar Behavior

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

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

Clinical Observations

Bilateral motor coordination-below those seen in same age peers

Motor Planning-below those seen in same age peers

Handwriting Screener

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

Speech/Language Evaluation 12/10/23

CELF-5

Core Language Score 75

Receptive Language Index 69

Expressive Language Index 93

Language Content Index 82

Language Memory Index 78

Include:

- Academic evaluations that were used for eligibility or continuing eligibility
- Functional evaluations that were used for eligibility or continuing eligibility
- Relevant state or district assessments
- Transition assessments
- Other relevant assessments, such as FBA, related service evaluations or similar

Section 4B: Compliance

Compliance:

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

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

Leora loves to read and has strong decoding and comprehension skills. She has strong writing skills and enjoys sharing her stories with peers. Leora works hard and is very focused on all tasks presented to her.

- What does the strength **look** like in the classroom?

Section 4C – Compliance & Best Practice

- 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?

APG2- Compliance:

- ☐ **Academic**
- ☐ **Distinctly measurable and persistent skill gaps**
- ☐ **Best Practice: Documented in a bulleted list**
- ☐ **Best Practice: Focus on specific skill deficits e.g., fluency, comprehension, addition/subtraction**

APG4- Compliance:

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

APG6- Compliance:

- ☐ **Every academic skill gap in Section 4C is aligned to a goal in Section 5**

Skill Deficits/Gaps –

Consider the following: Might Include (there are others)

<u>Broad Academic Areas</u>	<u>Specific Skills</u>
Reading	Decoding, Encoding, Fluency, Comprehension, Sight Words, Phonemic Awareness, Vocabulary or similar
Writing	Sentence Structure, Paragraph Development, Organization, Details, Proofreading or similar
Listening/Speaking	Story Retell, Collaboration, Language, Context, Describe, Summarizing or similar
Mathematical Problem Solving	Addition/Subtraction, Multiplication/Division, Word Problems, Fluency, Measurement or similar

**Distinctly
Measurable and
Persistent Gaps
(Needs)**



**How
Statement**

<u>Student Needs</u>	<u>How Statement</u>
(Reading) Jimmy's reading fluency deficits	impact his ability to access grade level reading material in all subject areas.
(Writing) Sarah's spelling deficits	impact her ability to complete grade level writing prompts.
(Listening) Michael's listening comprehension deficits	impact his ability to understand grade level subject content.
(Speaking) Beth's inability to retell stories in a sequential manner	impacts her ability to complete grade level assessments.
(Mathematical Problem Solving) Tom's deficits in addition/subtraction	impacts his ability to calculate higher level math problems.

Section 4C – Compliance & Best Practice

Best Practice:
-Focus on specific skill deficits
-Document in a bulleted list

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
- Comprehension

These reading gaps affect Jack's ability to access grade level content texts.

Writing

- Essay Composition

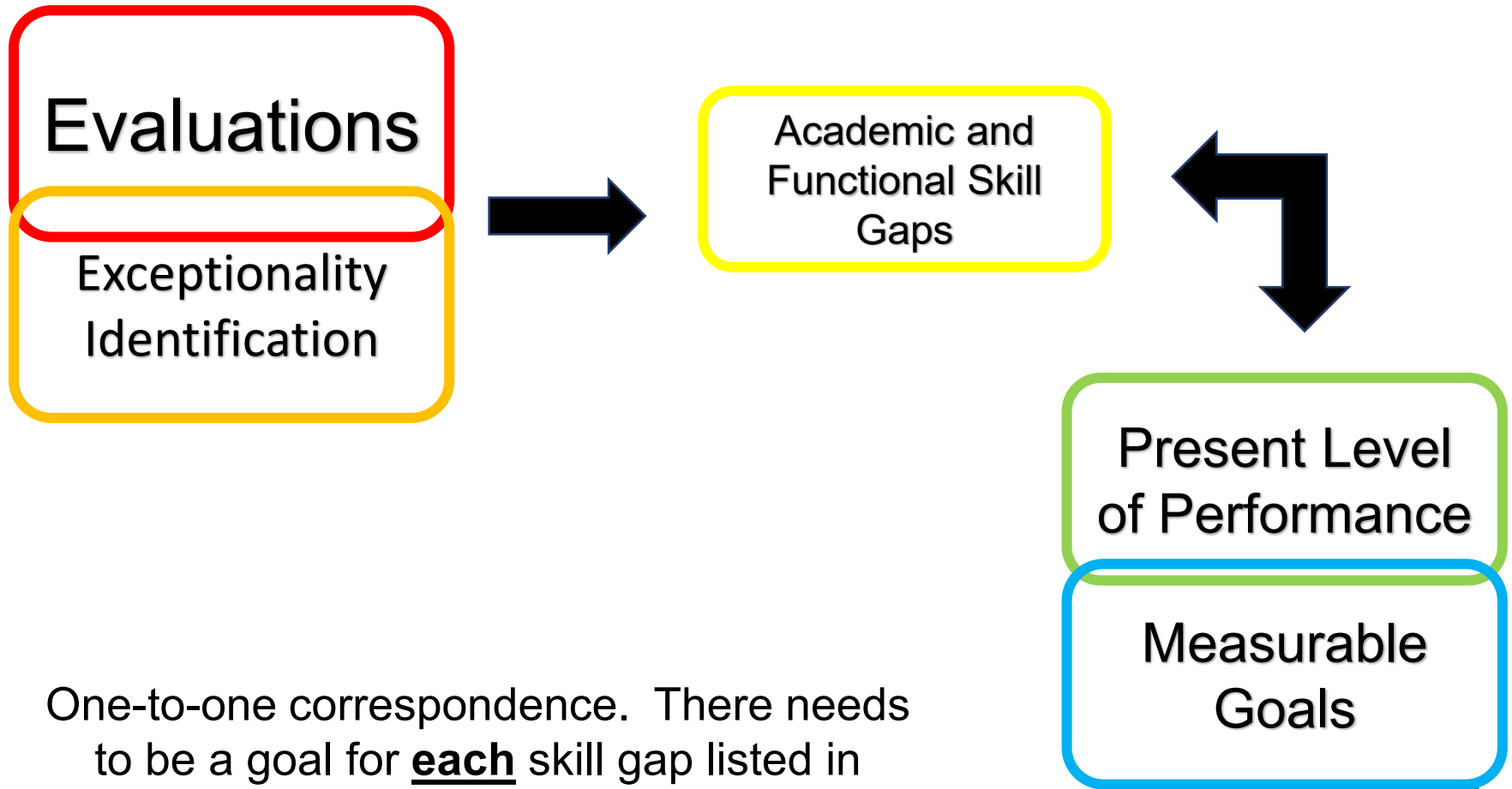
These writing gaps affect Jack's ability to accurately reflect content area knowledge.

Math

- Multi-digit addition/subtraction

These math gaps affect Jack's ability to access higher level math concepts.

Compliance – There must be a measurable goal for each distinctly measurable and persistent skill gap.



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

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

Academic

C. Based on evaluative information in 401 and how do they affect the child's in 401

Reading

- Decoding
- Comprehension

These reading gaps affect Jack's ability to access grade level content.

Writing

- Essay Composition

These writing gaps affect Jack's ability to accurately communicate his thoughts.

Math

- Multi-digit addition/subtraction

These math gaps affect Jack's ability to access higher level math.

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:

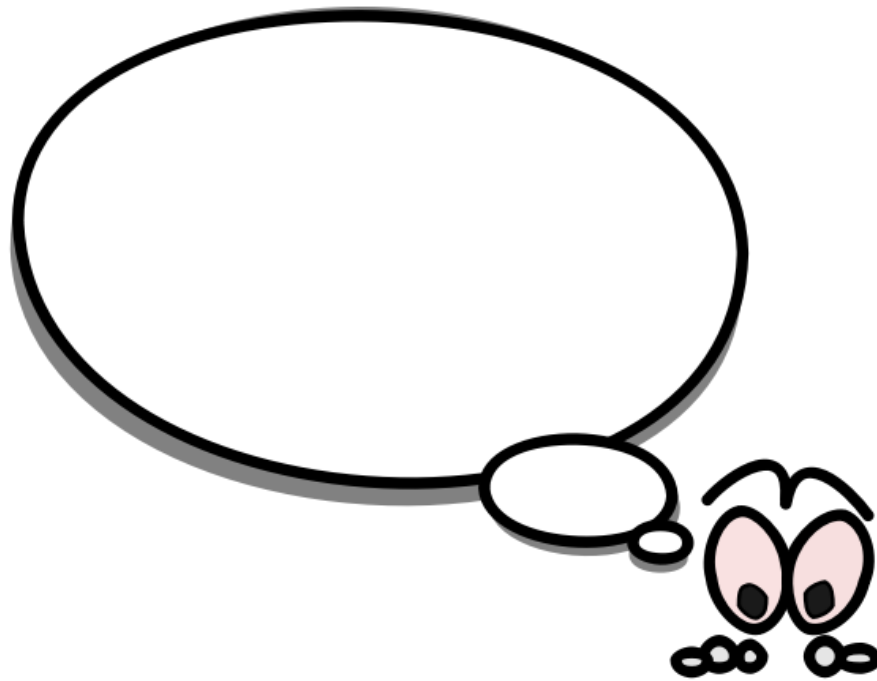
By date, given service, child's name will skill as measured by evidence.

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.

Chat Box Check In



Section 5 (Academic) – Compliance & Best Practice

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)):

- ☐ **Best Practice: Present level is baseline data for the corresponding goal**
- ☐ **Best Practice: Avoid a range of data (60-70%) and subjective words e.g., sometimes, often, seems to, etc.**

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

Progress:

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

SBG3- 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**
- ☐ **Best Practice: Focus goal on specific skill deficits e.g., fluency, comprehension, addition/subtraction**
- ☐ **Best Practice: Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, running records, work samples**

SBG4- Compliance:

- ☐ **Cite standard**
- ☐ **Can be Common Core, Maine Learning Results, Guiding Principles and/or district adopted standards**

SBG5- Compliance:

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

Objective(s) required? ☐ Yes ☐ No

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

ALT2- Compliance:

- ☐ **If the child participates in the Alternate Assessment, all academic goals MUST have objectives.**

Section 5: Academic Performance– Standards Based Goals

Best Practice:

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

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

Molly can decode CVC words with 45% accuracy.

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

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

By 9/17/2023, given specially designed instruction, Molly will decode CVC words with 85% accuracy, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

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



Measurable goals should be skill based, not outcome based.

**Instead of writing goals around the outcome,
what skills are you teaching?**

**Word
problems**

**Identify attributes of
3D shapes**

**Plot points on
line graph**

**What do we want all students to be
able to do?**

Maintain B+ average in math= OUTCOME

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

Lydia has an average of 40% in her 7th grade math class.

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

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

By February 2025, given specially designed instruction Lydia will earn an average of 80% in her general education math class as measured by goal book data and teacher observation.

Objective(s) required? ☐ Yes ☐ No

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

Outcome
based goal

Skill based goal

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

Lydia is able to accurately solve word problems involving fractions
In 2 out of 10 opportunities

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

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

By February 2025, given specially designed instruction and visual support such as number lines, Lydia will accurately solve word problems involving fractions in 9 out of 10 opportunities across 3 sessions as measured by work sample and teacher observation (MLR QE.EA.3)

Objective(s) required? ☐ Yes ☐ No

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



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

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

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

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

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

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

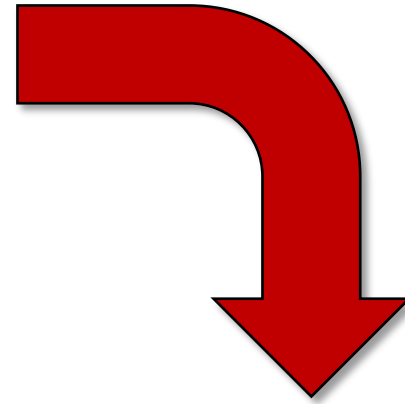
Pretend Reading Curriculum
Level A

Child will learn:

19 Basic Consonant Sounds

High Frequency Sight Words 1-25

Segment Simple CVC Words



Pretend Reading Curriculum
Level B

Child will learn:

Vowel Sounds

High Frequency Sight Words 26-40

Segment Simple CCVC Words

Do not include specific curriculums.

Focus on the specific skill deficits and include those deficits in the Present Levels and the Goals.

Pretend Reading Curriculum
Level A

Child will learn:

19 Basic Consonant Sounds

High Frequency Sight Words 1-25

Segment Simple CVC Words

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

Leo can segment simple CVC words with 15 % accuracy.

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

Progress:

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

By 11/2/2023, given specially designed instruction, Leo will segment CVC words with 80% accuracy, as measured by teacher observation, work samples or similar. CITATION HERE

Objective(s) required? ☐ Yes ☒ No

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

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

Leo currently identifies 7 of the 19 basic consonant sounds with 100% accuracy.

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

Progress:

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

By 11/2/2023, given specially designed instruction, Leo will identify 19 of the 19 basic consonant sounds with 100% accuracy, as measured by work samples, data collection, teacher observation or similar. MLR R.3

Objective(s) required? ☐ Yes ☒ No

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

Goal \neq Standard

Writing Academic Goals

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.5.EA**



Once the goal is written based on the student's gaps, review the grade level standards, align, and add the citation linking it to the standard

Strand	READING/KEY IDEAS AND DETAILS
Standard 5	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.
Grade Span	Early Adolescence
	Grades 6-8
Performance Expectations	a. Provide an accurate summary of various texts; b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

Section 5: Academic Performance – Standards Based Goals

Goals should facilitate the child's achievement of Common Core (CCSS), Maine Learning Results (MLR), Guiding Principles and/or district adopted standards

Compliance-

- Each academic goal is cited to standards



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Best Practice-

- Each academic goal is cited to grade-level standards
- Each academic goal is cited to grade-level Alternate Academic Achievement Standards for students who take the alternate assessment

Section 5: Academic Performance – Standards Based Goals

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

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

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

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

Progress:

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

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

Objective(s) required? ☐ Yes ☒ No

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

MLR = Maine Learning Results

R = Strand (Reading)

EA = Grade Span (**C**hildhood (K-5), **E**arly **A**dolescence (6-8), and **A**dolescence (9-Diploma)

3 = Standard Number



Section: 5 Academic Objectives

If student is identified in Section 6B that they will take the alternate assessment (6B is checked Yes), they must have objective(s) with their academic goal(s)

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

Lily is currently able to participate in conversations (including but not limited to: eye contact with the speaker, use of text to speech device), and express her own thoughts in 5 out of 10 opportunities per week.

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

Progress:

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

By November 5, 2024, given specially designed instruction in reading strategies, Lily will participate in conversations and express her own thoughts in 8 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1

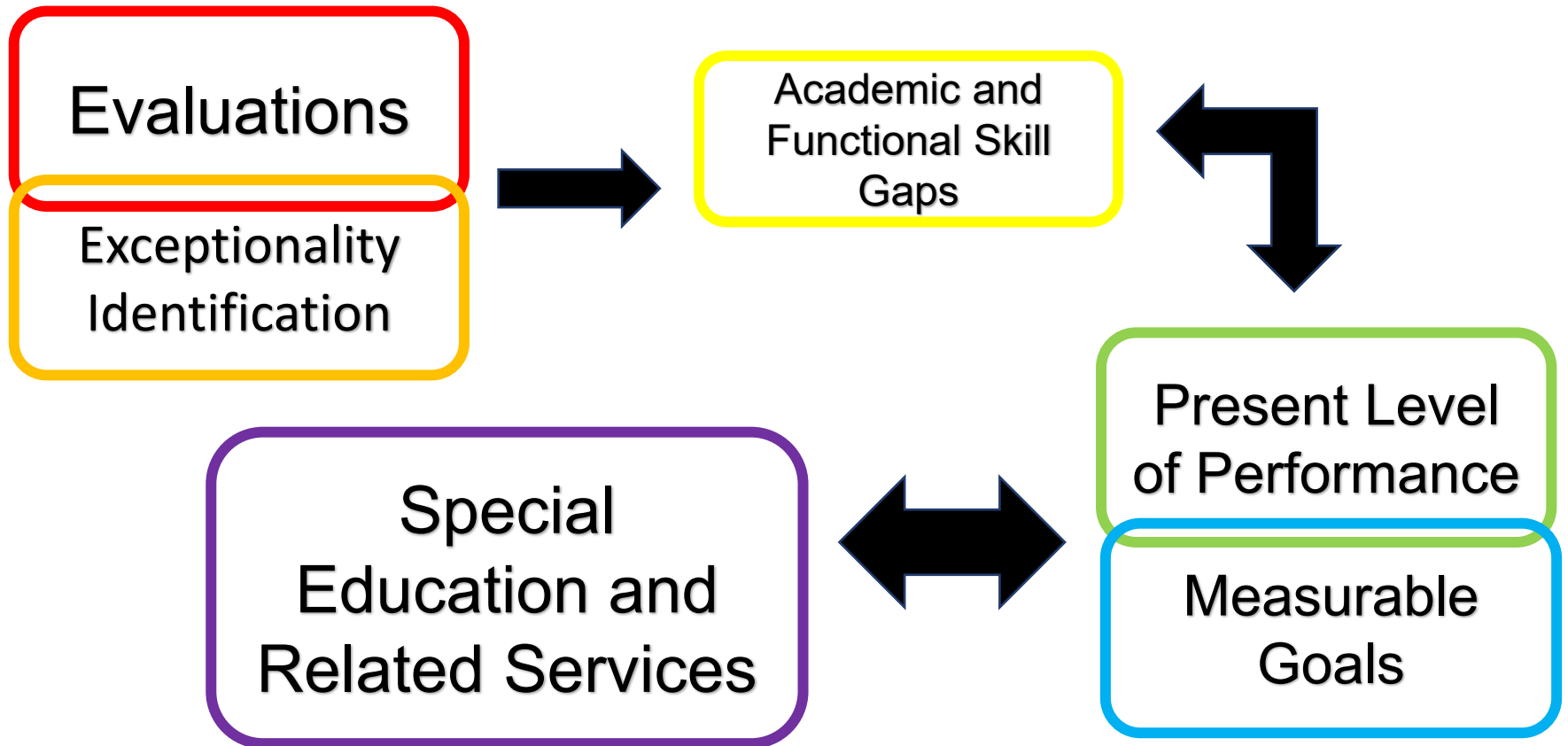
Objective(s) required? ☒ Yes ☐ No

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

By February 5, 2024, given specially designed instruction in reading strategies, Lily will participate in conversations and express her own thoughts in 6 out of 10 opportunities per week as measured by teacher observation and data collection.

By May 5, 2024, given specially designed instruction in reading strategies, Lily will participate in conversations and express her own thoughts in 7 out of 10 opportunities per week as measured by teacher observation and data collection.

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



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 MLR.QR.EA.3
Objective(s) required? ☐ Yes ☒ No
By date, given service, child's name will skill as measured by evidence.

Service for each Measurable Goal

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025
Specially Designed Instruction Writing	Special Education Teacher	General/Special Education	2.5 hrs/week	10/15/2024-10/14/2025
Specially Designed Instruction Math	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025



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
 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.

Let's try another...



Let's Review...



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Why is this noncompliant?

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

Margaret is demonstrating reading skills at the 4th grade level.

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

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

By 9/17/2022, given specially designed instruction, Margaret will demonstrate reading skills at the 5th grade level, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

✓ Goal is not measurable

Instead...



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

Margaret demonstrates reading fluency of 37% when presented with a 3rd grade reading passage.

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

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

By 9/17/2023, given specially designed instruction, Margaret will demonstrate reading fluency of 80% when presented with a 3rd grade reading passage. CITATION HERE

One more...



Let's Review...



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

How can we improve this goal?

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

Jack is able to read with sufficient accuracy and fluency to support comprehension with 40% accuracy.

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

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

Progress:

By 10/2025, given specially designed instruction, Jack will read with sufficient accuracy and fluency to support comprehension with 80% accuracy as measured by data collection. MLR.R.12.EA

Objective(s) required? ☐ Yes ☐ No

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

- ✓ Focus on one skill
- ✓ Goal written based on skill gap not copied from standard

Instead...



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.

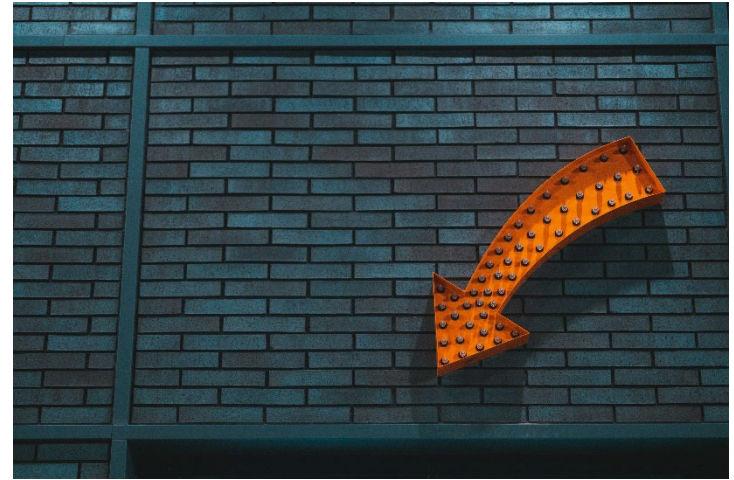
By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. MLR.R.EA.5

Objective(s) required? ☐ Yes ☒ No

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




**Join us for Part 2 of
Compliant vs. Best Practice
at our next office hours
10/8/2025**



MAINE DEPARTMENT
OF EDUCATION

**Office Hours: IEP –
Compliant vs. Best
Practice Part 2
10/8/2025**

Presented by: The OSSIE Supervision, Monitoring and Support Team



Resources



State Laws

1% Assessment

1% and Maine's Alternate Assessments Based on Alternate Academic Achievement Standards (AA-AAAS)

[Assessment Page](#)

Procedural Manual

Special Education required forms procedural manual.

[Procedural Manual Download](#)

State Law

In Maine, laws that are specific to the education of children with disabilities are set forth in three chapters of 20-A MRSA (Maine Revised Statutes Annotated).

- [Chapter 301](#). General Provisions
- [Chapter 303](#). Children with Disabilities
- [Chapter 304](#). Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf

State Regulation: Chapter 101/MUSER

Rule chapter that is specific to the education of children with disabilities in Maine Department of Education Regulations, Chapter 101, Maine Unified Special Education Regulation Birth to Age Twenty (MUSER).

[Procedural Safeguards](#)

[MUSER](#)

- [SAU Responsibility for FAPE](#)
- [MUSER Continuum for LRE](#)
- [Educational Surrogate Parent](#)
- [State Agency Clients](#)

[IDEA](#) [MUSER](#) [PROCEDURAL MANUAL](#) [PROCEDURAL SAFEGUARDS](#)



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

Supervision, Monitoring, and Support

SAU Resources for Supervision, Monitoring & Support

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

[Professional Learning](#)

[Monitoring Process](#)

[Resources](#)

[Federal Requirements](#)



[https://www.maine.gov/doe/learning/specialed/
supervision](https://www.maine.gov/doe/learning/specialed/supervision)

Information Sheets

Self-Assessment Form

Quick Reference Documents



Information Sheets

- [Abbreviated Day](#)
- [Disciplinary Removals](#)
- [Communities Without Schools](#)
- [Initial Evaluation Timeline](#)
- [Least Restrictive Environment](#)
- [Parentally-Placed Students](#)
- [Task Timeline](#)
- [Written Notice](#)
- [Sample IEP Meeting Checklist](#)
- [Sample Teacher IEP Input Form](#)



SAU & CDS Resources

- [Letter of Notification - SAU](#)
- [Letter of Notification - CWS](#)
- [Letter of Notification - CDS](#)
- [Cohort Instruction Email](#)
- [2025-2026 Sample Self-Assessment Form](#)
- [Services Provided Form](#)
- [Extended School Year v. Year-Long Programming Documentation Requirements](#)



Quick Reference Checklists

- [IEP Quick Reference Checklist](#)
- [Adverse Effect Form](#)
- [Speech Language Eligibility Form](#)
- [Specific Learning Disability Eligibility Form](#)
- [Summary of Performance](#)
- [Written Notice Quick Reference Checklist](#)



Regional Programs Resources

- [Letter of Notification](#)
- [Approval Grid](#)
- [Service Log](#)
- [Annual Update Form](#)



<https://www.maine.gov/doe/learning/special/supervision/resources>

Professional Learning Recordings

View more recordings

Click header to sort by category

Resources for Professional Learning

Use the search bar to find resources within a specific category or topic area to filter content.

Show 10 entries

Search:

Title	Date	Category	Link	Link
Abbreviated Day	3/26/2025	IEP & Forms	YouTube	Slides
Accommodations and Services	2/26/2025	IEP & Forms	YouTube	Slides
Advanced Written Notice & Written Notice	10/23/2024	IEP & Forms	YouTube	Slides
Alternate Assessment Process	1/25/2023	IEP & Forms	YouTube	Slides
Compliant Transition Plans	12/20/2023	IEP & Forms	YouTube	Slides
Compliant vs Good IEPs - Part 1	1/22/2025	IEP & Forms	YouTube	Slides
Compliant vs Good IEPs - Part 2	2/12/2025	IEP & Forms	YouTube	Slides
Data Collection and Analysis	5/22/2024	IEP & Forms	YouTube	Slides
Discipline & Manifestation Determination	5/28/2025	IEP & Forms	YouTube	Slides
Dispute Resolution	4/9/2025	IEP & Forms	YouTube	Slides

Showing 1 to 10 of 45 entries

Previous 1 2 3 4 5 Next

<https://www.maine.gov/doe/specialservices/professionallearning>





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	Recording coming soon
Wednesday 9/24/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 1	
Wednesday 10/8/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 2	Compliant vs Good IEPs Part 2 Registration Link
Wednesday 10/15/25 9:00-11:00	IEP Training	IEP Training Registration Link
Wednesday 10/22/25 3:00-4:00	Stress, Behavior and the Brain Presented by: Bear Shea	Stress, Behavior and the Brain Registration Link
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	Post-Secondary Transition Planning
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	Inclusion Registration Link
Wednesday 12/10/25 3:00-4:00	Part C to Part B Transition	Part C to Part B Transition Registration Link

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

IEP & Related Forms

Educator and Administrator Resources

Family & Caregiver Resources



Educator and Administrator Resources

[1% Maine's Alternative Assessment](#)

[Serving Multilingual Learners with Disabilities](#)

Maine Care Documentation

- [IEP Documentation Training One Video - June 2, 2021](#), Passcode: %r^KpD51
- [Presentation Slides](#)
- [IEP Guidance on IEP Documentation – May 2021 \(PDF\)](#)
- The [MaineCare In Education Presentation \(PowerPoint\)](#) explains how to access MaineCare services in schools

Individualized Education Program (IEP) & Related Forms

- These are the forms that the Maine Department of Education Special Services team requires, forms that are for local use as required, and forms for local use that are optional.
- [IEP Form](#)
 - [7-Day Waiver](#)



Family & Caregiver Resources

Special Education Glossaries

[Arabic](#) | [French](#) | [Khmer](#) | [Mandarin](#) | [Portuguese](#) | [Somali](#) | [Spanish](#) | [Vietnamese](#)

[1% & Maine's Alternative Assessment](#)

[Maine Parent Federation](#)

[Early Learning Foundational Skills](#)

Special Education Surrogate Parent Program

The Special Education Surrogate Parent Program was established to provide educational surrogate parents to children with disabilities whenever the natural parents or guardian of a child with a disability cannot be identified or located, or when the child is in the custody of the state. Educational surrogate parents have all the rights of natural parents for special education matters, e.g. permission for evaluation and placement, to release information and to request an educational hearing. The primary goal of the educational surrogate



<https://www.maine.gov/doe/specialservices/resources>

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.



Stay Connected!

Find Us Online!



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)





[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



Colette Sullivan – Federal Programs Coordinator

colette.sullivan@maine.gov

Jennifer Gleason – Special Education Consultant

jennifer.gleason@maine.gov

Karlie Thibodeau – Special Education Consultant

karlie.l.thibodeau@maine.gov

Ashley Satre – Special Education Consultant

ashley.satre@maine.gov

Julie Pelletier – Secretary Associate

julie.pelletier@maine.gov

