



MAINE DEPARTMENT  
OF EDUCATION

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



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



**This training is being recorded**  
**Please feel free to drop any**  
**questions in the Chat Box and we**  
**will answer them.**







# Our Agenda

1. Team Introductions
2. Compliant vs Good: IEP Sections 4-8
3. Questions
4. Resources



# Supervision, Monitoring and Support Team



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# 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 –

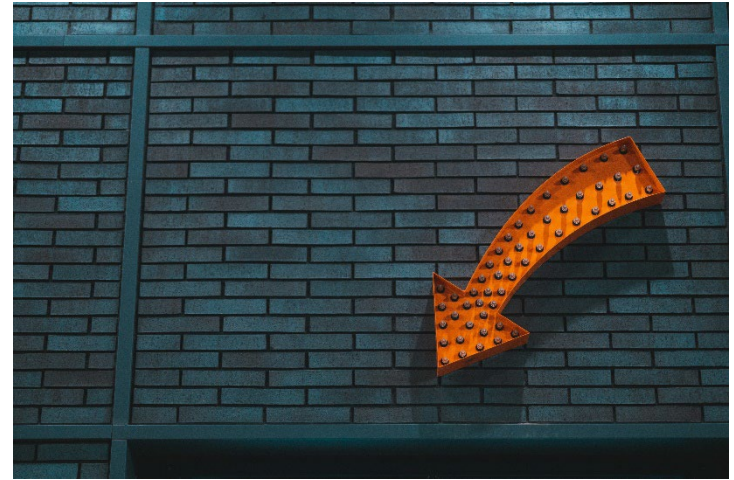
**Compliance** – documenting in a Written Notice that a Parent chose to waive their right to 7-day notice to implement the IEP.

**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**.




**If you missed Part 1 of  
Compliant vs. Best Practice  
a recording will be available  
soon on our website  
[Professional Learning](#)**



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

 Maine  
Department of  
Education





# 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  $\leq 21$  school days from Annual Date of IEP Meeting

### 1. CHILD INFORMATION

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

### 2. DISABILITY

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

## Compliance:

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

## IEP Quick Reference Document

- RED reflects Compliance
- BLUE reflects Best Practice



# Section 4D – Compliance & Best Practice

- 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?

## **FDP2- Compliance:**

- ☐ **Functional and Developmental**
- ☐ **Distinctly measurable and persistent skill gaps**
- ☐ **Best Practice: Documented in a bulleted list**
- ☐ **Best Practice: Focus on specific skill deficits e.g., self-initiation, organization, etc.**

## **FDP7- Compliance:**

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

## **FDG1- Compliance:**

- ☐ **Every Functional and Developmental skill gap in Section 4D and 4E is aligned to a goal in Section 5**

# Skill Deficits/Gaps –

Consider the following: Might Include (there are others)

<u>Broad Functional Areas</u>	<u>Specific Skills</u>
<b>Cognitive</b>	Problem Solving, Self Awareness, Peer Interactions, Self Initiation or similar
<b>Communicative</b>	Articulation, Following Directions, Answering Wh- Questions, Turn-Taking, Grammar or similar
<b>Motor (Fine/Gross)</b>	Coloring, Cutting, Walking, Stairs or similar
<b>Adaptive</b>	Toileting, Handwashing, Cooking, Eating, Dressing, Bathing or similar
<b>Social/Emotional</b>	Peer Interactions, Self Regulation, Communication, Pragmatic Skills or similar
<b>Sensory</b>	Processing, Self Advocacy, Attention to Task, Self Regulation or similar

Distinctly  
Measurable and  
Persistent Gaps  
(Needs)



How Statement

## Student Needs

## How Statement

(Cognitive) Mary's deficits in problem solving	impact her ability to safely engage with peers at grade level.
(Communicative) Sarah's deficits with answering wh-questions	impact her ability to contribute to group projects.
(Motor) Michael's deficit with grasping items	impacts his ability use writing tools in class.
(Adaptive) Beth's deficits in personal care	impact her ability to engage socially with same aged peers.
(Social/Emotional) Tom's self regulation deficits	impact his ability to comprehend and apply social rules in the general education setting.
(Sensory) Barb's tactile defensiveness	impact her ability to stay on task during large group lessons.



# Section 4D – Compliance & Best Practice

## 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?

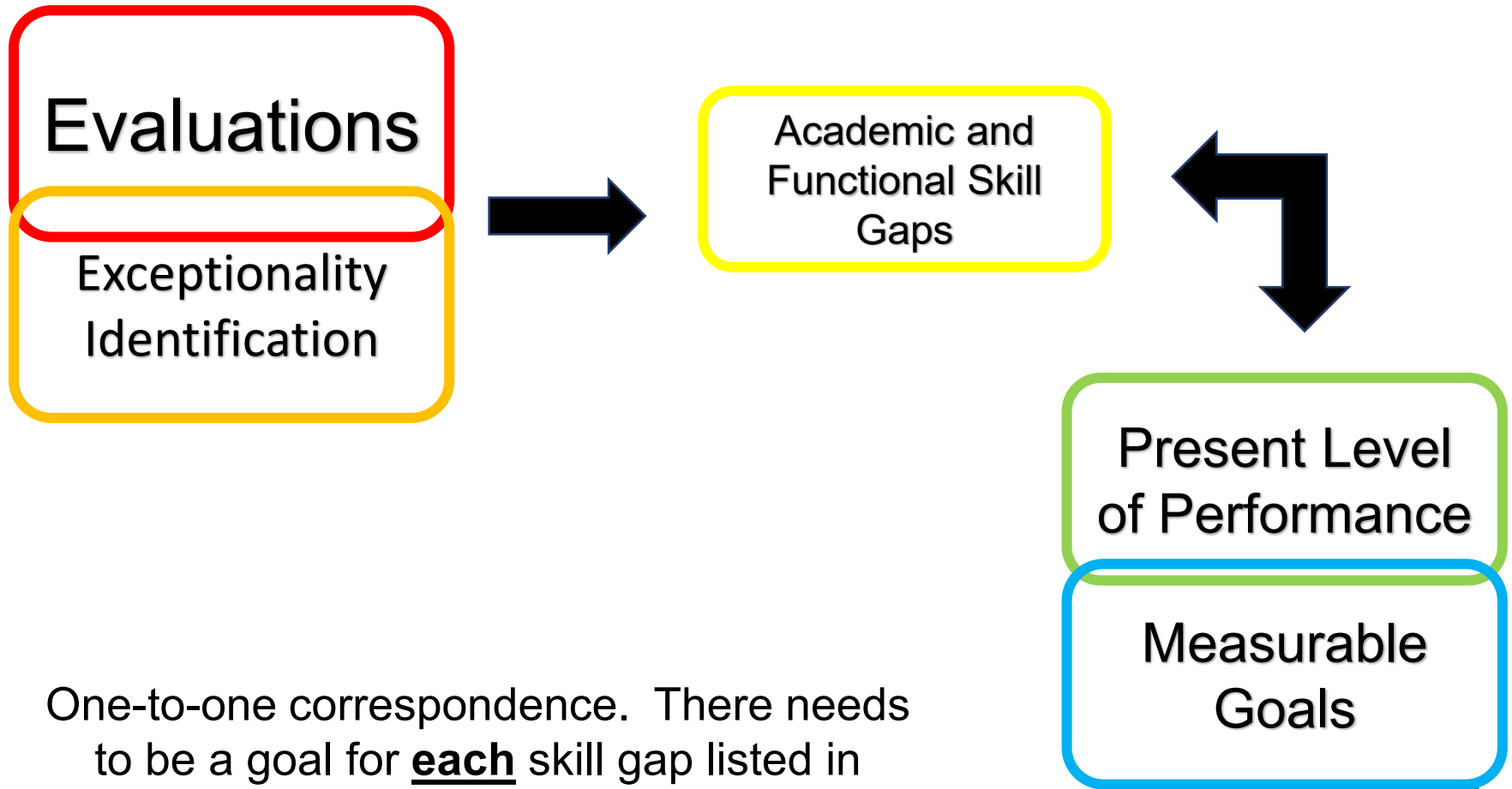
- **Handwriting**

**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.**

# 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.

# 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.

# Section 5

## (Functional/Developmental) – Compliance & Best Practice

**FUNCTIONAL/DEVELOPMENTAL PERFORMANCE:** **Functional performance** refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional and sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

- ☐ **Best Practice: Present level is baseline data for the corresponding goal**
- ☐ **Best Practice: Avoid a range of date (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.

### **FDP5- Compliance:**

- ☐ **Must be measurable**
- ☐ **Must include measurement data**
- ☐ **Cannot be specific curriculum or standard scores**
- ☐ **Best Practice: Focus goal on specific skill deficits e.g., self-initiation, organization, etc.**
- ☐ **Best Practice: Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, work samples**

### **FDP6- Compliance:**

- ☐ **Every goal in Section 5 needs to be aligned to a service in Section 7**



# Section 5: Functional/Developmental Performance – Goals

## Best Practice:

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

**FUNCTIONAL performance** refers to how the child is managing daily activities in cognitive, communicative, social/emotional and sensory areas. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

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

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

**Progress:**

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

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

**Objective(s)** required? ☐ Yes ☒ No

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

# Measurable Functional Goals

## Compliance versus Best Practice

### Compliance –

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

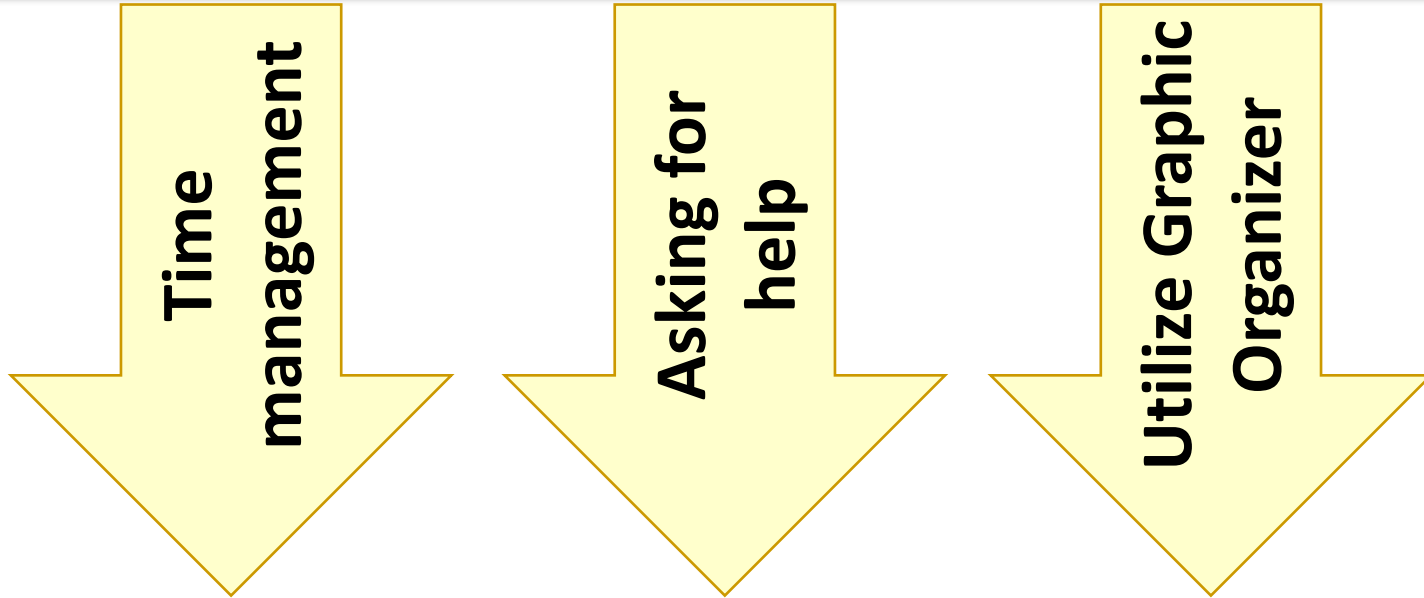
### Best Practice –

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



Measurable goals should be skill based, not outcome based.

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



**What do we want all students to be  
able to do?  
Complete assigned work = OUTCOME**

Measurable goals should be skill based, not outcome based.

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

**Identify  
emotions**

**Choose a regulation  
strategy**

**Request a  
break**

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

**Reduce aggressive behavior= OUTCOME**



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

Simon has 15 emotional outbursts a day that are disruptive to his class.

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

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

By December 2025, given direct social work services and BCBA consultation, Simon will reduce his emotional outbursts that disrupt class to 1 or less per day across 5 days, as measured by daily data collection.

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

Simon can identify 0 self-regulation strategies in real or contrived situations.

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

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

By December 2025, given direct social work services and BCBA consultation, Simon will identify 3 different self-regulation strategies by choosing the appropriate visual in real and contrived situations in 80% of opportunities over 5 sessions as measured by daily data collection.

Objective(s) required? ☐ Yes ☐ No

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



- Jack is in sixth grade and has been identified with an Other Health Impairment (ADHD).
- There are evaluations to support this, and they are documented in Section 4A.
- His IEP team identified the following specific skill deficit/How in Section 4D –

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

- **Handwriting**

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

- **Responding to questions**

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



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

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

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

**Progress:**

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

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

**Objective(s)** required? ☐ Yes ☒ No

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

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

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

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

**Progress:**

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

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

**Objective(s)** required? ☐ Yes ☒ No

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

**Jack**



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?

**Social/Emotional**

- Identify feelings in self and others
- Identify self-regulation strategies

These gaps affect Jack's ability to maintain self-regulation in the classroom.

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

**When presented with photos, Jack identifies the correct feeling in 45% of trials.**

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

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

**By December 2025, given direct Social Work services, Jack will identify basic feelings in himself and others in 75% of opportunities as measured by weekly data collection.**

**Objective(s)** required? ☐ Yes ☒ No

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

**By April 2025, given direct Social Work services, Jack will identify basic feelings in himself and others in 55% of opportunities as measured by weekly data collection.**

**By September 2025, given direct Social Work services, Jack will identify basic feelings in himself and others in 65% of opportunities as measured by weekly data collection.**

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

**Jack can identify 3 different self-regulation strategies in 0% of opportunities.**

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


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

**By December 2025, given direct Social Work services, Jack will identify 3 different self-regulation strategies in 55% of opportunities as measured by weekly data collection.**

# Section 5: Functional/Developmental Performance

## When are short-term objectives required?

- Short-term objectives are never required for functional goals but always allowed.
- Goals are for the life of the IEP (1 year)
- Objectives are short-term (less than 1 year)



Remember: Annual Goals must be measurable as standalone goals not including the objectives

# Section 5: Functional/Developmental Performance – Goals

**FUNCTIONAL/DEVELOPMENTAL PERFORMANCE:** **Functional performance** refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional and sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

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

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

**Progress:**

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

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

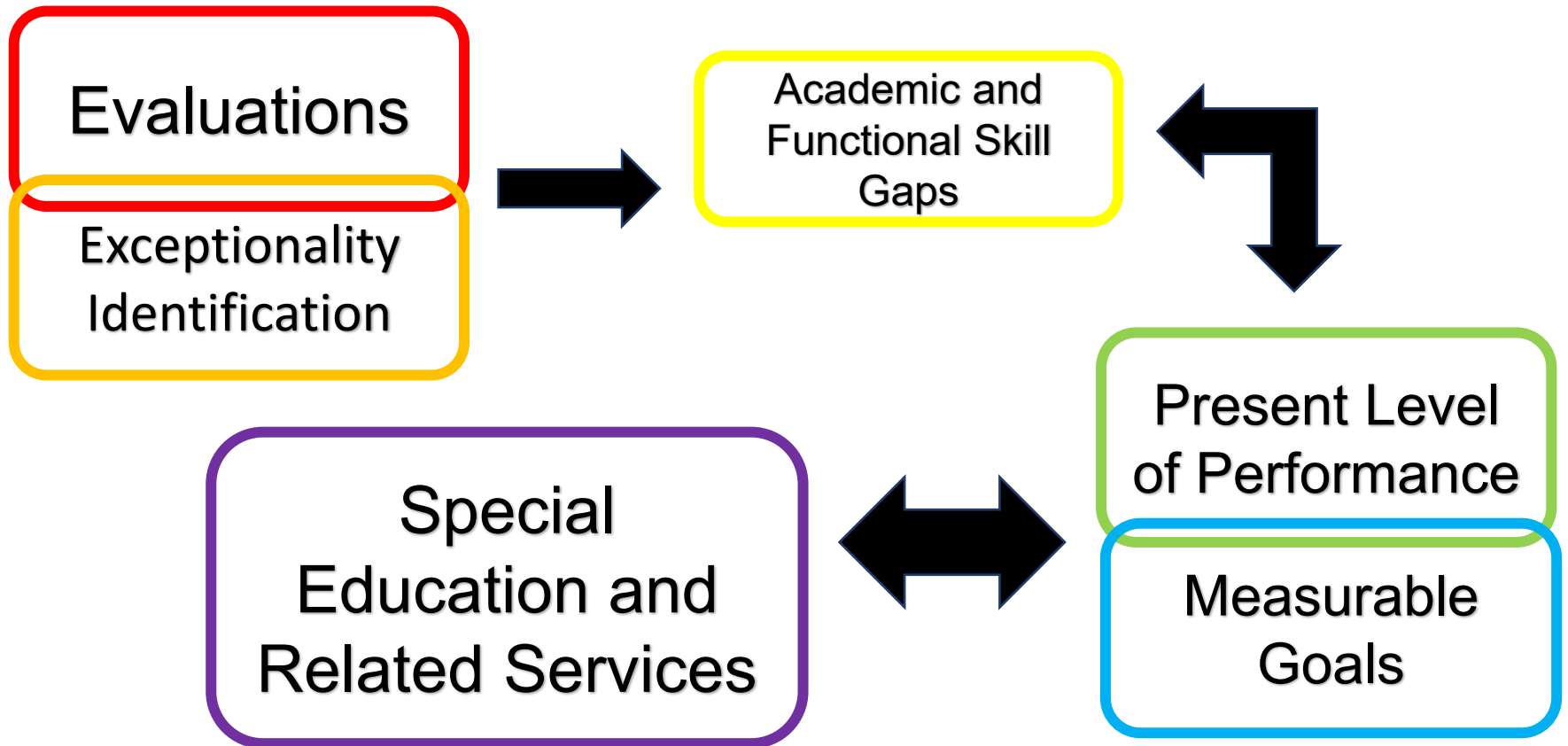
**Objective(s) required?** ☐ Yes ☒ No

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

**By 1/2026, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 2 out of 5 opportunities as measured by work samples and teacher collected data.**

**By 6/2026, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 3 out of 5 opportunities as measured by work samples and teacher collected data.**

# Compliance – There must be a service 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	<b>Speech/Language Pathologist</b>	<b>Special Education</b>	<b>120 min/month</b>	<b>10/15/2024- 10/14/2025</b>
Occupational Therapy	<b>Occupational Therapist</b>	<b>Special Education</b>	<b>120 min/month</b>	<b>10/15/2024- 10/14/2025</b>

# Check In



# Section 6 – Supplementary Aids, Services, Modifications and/or Supports Compliance

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

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

### A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel

		Location	Frequency	Duration Beginning/End Date
	<input type="checkbox"/> Classroom Instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
	<input type="checkbox"/> Classroom Instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
	<input type="checkbox"/> Other			

### SAS1- Compliance:

- ☐ Teaching supports/tools included for student to be successful in general education and special education
- ☐ MUST fill all boxes across the row – if a supplementary aid, service, modification and/or support is listed-check when/where can be used, fill location, frequency, and duration
- ☐ Ed techs, BHPs, related service assistants, collaborations between staff are listed here, NOT the service grid

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

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))				
In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).				
A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
<b>Sensory tool kit</b> <b>Help card</b> <b>Break card</b> <b>Squishy</b> <b>First/Then board</b>	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	<b>Special Education and General Education</b>	<b>As Needed</b>	<b>9/18/23-9/17/24</b>
<b>Extra Time</b> <b>Quality over quantity with product</b> <b>Frequent sensory breaks</b>	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	<b>Special Education and General Education</b>	<b>As Needed</b>	<b>9/18/23-9/17/24</b>
<b>Read Aloud/Human Reader for directions, questions/items, and response items, NWEA reading</b>	<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	<b>Special Education</b>	<b>During NWEA Reading Window</b>	<b>9/18/23-9/17/24</b>
	<input type="checkbox"/> Other			

# Supplementary aids, services, modification, and/or supports

<b>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 checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>C.</b> Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	<input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>i.</b> 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"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>



## 6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS

In addition to ongoing classroom supports and services, supplemental aids, and modifications, appropriate accommodations that are necessary to measure the academic achievement are documented on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

If a special consideration is marked yes in Section 3, it may be appropriate to document in Section 6 of the IEP.

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



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

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

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

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

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

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

If you are teaching supports that help a student to be successful, make sure those tools are added to Section 6 of the IEP.

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

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

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



“Other” could include collaboration and recommendations from related service providers that are **not** directly related to an annual IEP goal (For example, manipulation of the child’s environment or instructional materials) - Procedural Manual pg. 27

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

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

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

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

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

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

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

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAO personnel		Location	Frequency	Duration Beginning/End Date
<b>Educational Technician/BHP support in core content</b>	<input checked="" type="checkbox"/> Classroom Instruction	<b>General and Special Education Setting</b>	<b>As Needed</b>	<b>11/14/2022-11/13/2023</b>
	<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			
<b>Regular Education Teacher/Occupational Therapist Collaboration</b>	<input checked="" type="checkbox"/> Other	<b>General Education Setting</b>	<b>As Needed</b>	<b>11/14/2022-11/13/2023</b>

**Educational Technicians, BHPs and Related Service assistants are always listed as accommodations.**

# Section 6B – Alternate Assessment Compliance

## B. Alternate Assessments

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

- ☐ Yes, the child meets qualifications outlined in the Participation Decision Flowchart.
  - If yes, include an explanation:
- ☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.
- ☐ Not applicable.

### ALT1- Compliance:

- ☐ If 'Yes', an explanation **MUST** be present
- ☐ The IEP team decides, based on the Participation Decision Flowchart, if the child participates in the

### **Alternate Assessments**

### ALT2- Compliance:

- ☐ If the child does participate, their academic goals **MUST** have objectives

# Section 6B: Alternate Assessment

## B. Alternate Assessments

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

☒ Yes, the child meets qualifications outlined in the Participation Decision Flowchart.

If yes, include an explanation: **The IEP Team used the participation decision flowchart to determine that given the students need for extensively adapted materials and consistently high levels of support, the alternate assessment is the correct choice.**

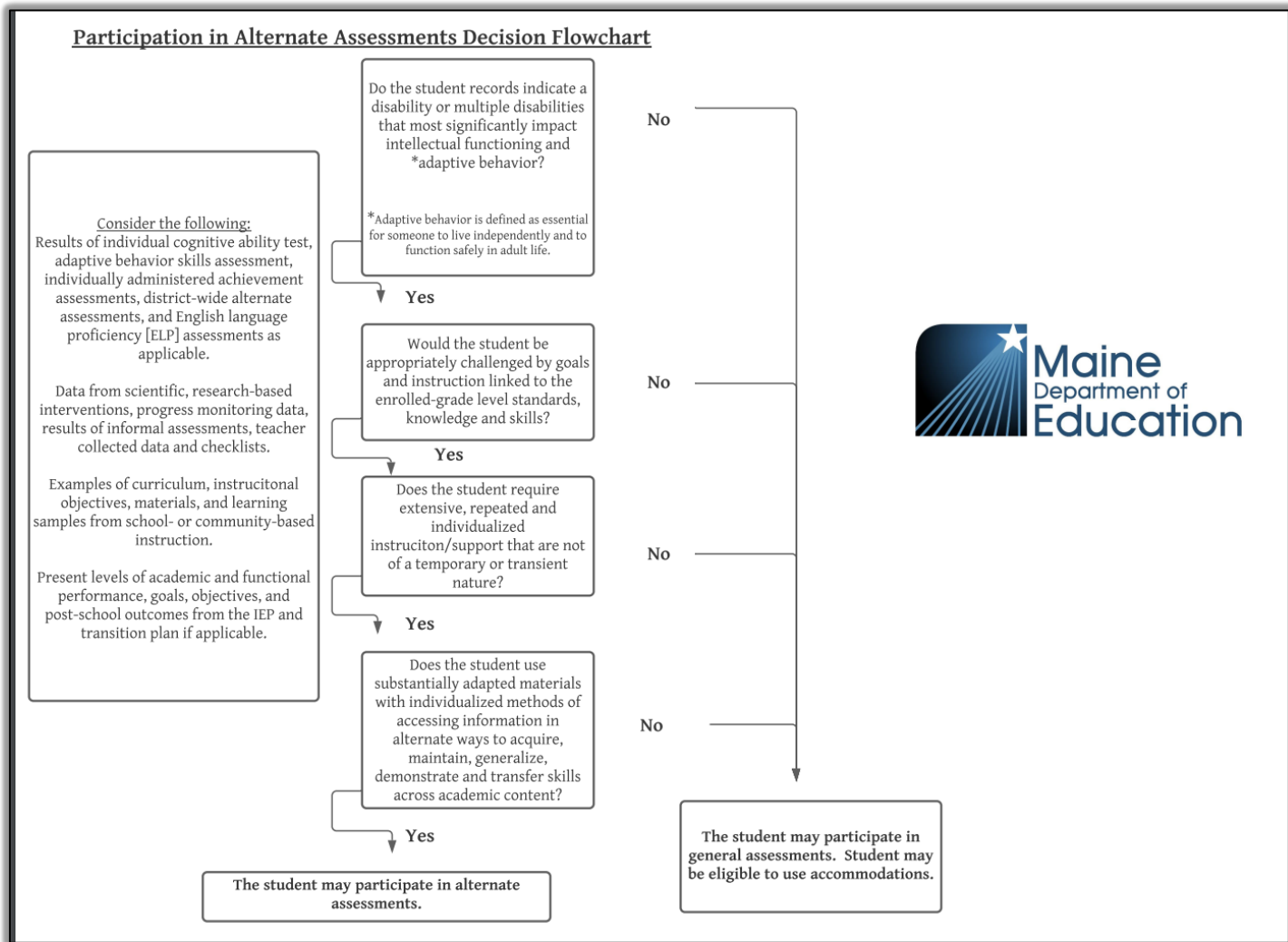
☐ No, the child does not meet the qualifications and will be participating in regular education state and district-wide assessments.  
☐ Not applicable

Best Practice: Do not leave blank

If the child requires the alternate assessment:

- Check “Yes”
- Provide an explanation
- Child’s academic goals require objectives

# Section: 6B Alternate Assessment



<https://www11.maine.gov/doe/learning/specialed/assessment>

# Section: 6B Alternate Assessment

If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives aligned to the Alternate Academic Achievement Standards (AA-AAAS).

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

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

These are students who are learning content adapted from grade level standards, reduced in breadth, depth, and complexity. In Maine, these alternate academic achievement standards are the Core Content Connectors in ELA and Mathematics and the Extended Performance Expectations in Science.

[https://www.maine.gov/doe/Testing\\_Accountability/MECAS/ela\\_math\\_materials/msaa](https://www.maine.gov/doe/Testing_Accountability/MECAS/ela_math_materials/msaa)



# Section: 6B Alternate Assessment

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

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

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

**Progress:**

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

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

**Objective(s)** required? ☒ Yes ☐ No

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

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

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

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

## Resources

- [Maine Through Year Assessment Overview | Maine Department of Education](#)
- [Multilingual Learners with Disabilities| Maine Department of Education](#)
  - [Multilingual Learner Document](#) – link to recorded training
- [MSAA Overview | Maine Department of Education](#)

# Check In



# Section 7 – Special Education and Related Services Compliance & Best Practice

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

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

### SVC2- Compliance:

- ☐ Child's needs drive services and frequency, not school schedule
- ☐ Location can be Special Education, General Education or Both
- ☐ Document frequency in parent friendly, understandable terms
- ☐ Service time is actual delivery time of SDI provided
- ☐ Do NOT include content areas (SS, Science) in Service Grid
- ☐ Responsible position is certified staff only (no ed tech or assistants)
- ☐ **Best Practice:** Every service in Section 7 needs to align to a goal in Section 5, including consultation

### SVC4- Compliance:

- ☐ All services are found on service provider schedules

# Section 7: Special Education and Related Services

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

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

**Child's needs drive services and their frequencies  
not the school or program schedule.  
 These services and frequencies should be individualized.**

# Section 7: Special Education and Related Services

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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction	<b>MUST FILL - Certified special educators or licensed related service providers are positions responsible</b>	<b>MUST FILL - Special Education Setting, General Education Setting, or Special Education/General Education Setting Location</b>	<b>MUST FILL - Minutes, hours, weekly, daily, or monthly</b>	<b>MUST FILL</b>
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				<b>Adjust dates to reflect duration of ESY</b>
<b>Related Services</b>				<b>Duration Beginning and End Date</b>
Speech/Language Services				<b>MUST FILL</b>
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other				

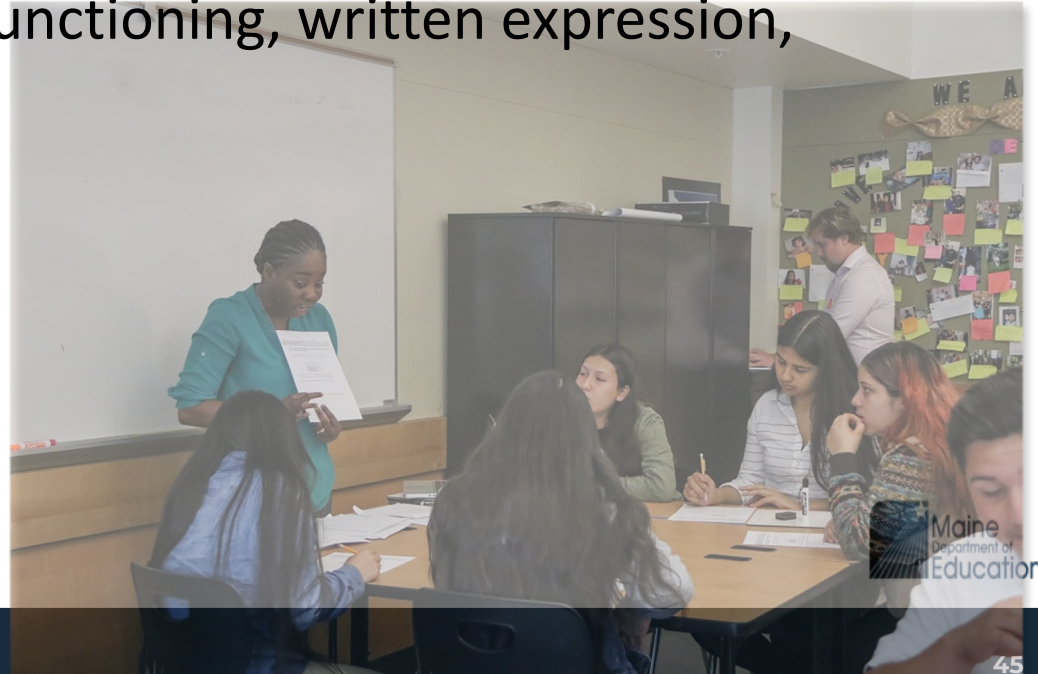
Speech/Language services are a direct special education service when:

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



# Section 7: Special Education and Related Services

- Content areas such as: Social Studies, Science, Health, etc. should not be identified in the service grid.
- Do not write goals around Social Studies, Science, Health etc.
- If a student requires support in one of these content areas, SDI should be provided in the specific skill deficit (reading comprehension, executive functioning, written expression, etc.).



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

## Section 7

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

 **Goal**

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

## Section 6

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

 **Goal**

## Section 5

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

**Elaine can independently utilize a tool from her individualized tool kit, in 0 out of 5 opportunities.**

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

**Progress:**

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

**By 10/14/2024, given specially designed instruction and consult from an occupational therapist, Elaine will independently utilize a tool from her individualized tool kit, (including but not limited to break card, help card, fidget, first/then board, or similar) in 4 out of 5 opportunities as measured by teacher observation and data collection.**

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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction <b>Self-Regulation Skills</b>	<b>Special Education Teacher</b>	<b>Special Education</b>	<b>30 minutes per day</b>	<b>10/15/2023- 10/14/2024</b>
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Occupational Therapy <b>Consultation</b>	<b>Occupational Therapist</b>	<b>Special Education/General Education</b>	<b>15 minutes per month</b>	<b>10/15/2023- 10/14/2024</b>

# Section 8 – Least Restrictive Environment Compliance

## 8. LEAST RESTRICTIVE ENVIRONMENT

### FOR CHILDREN AGES 3-5 ONLY (CDS)

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

#### LRE3- Compliance:

☐ **Percentage of time with same age peers is recorded**

General Education Setting

Special Education Setting

More than or equal to  
10 hours

☐

Less than 10 hours

☐

Total # of hours:

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

#### LRE1- Compliance:

☐ **Include how the nature and severity of the disability affects the student's ability to be with same-age peers**

### FOR K-12 ONLY

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

#### LRE3- Compliance:

☐ **Percentage of  
time with same  
age peers is  
recorded**

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)):

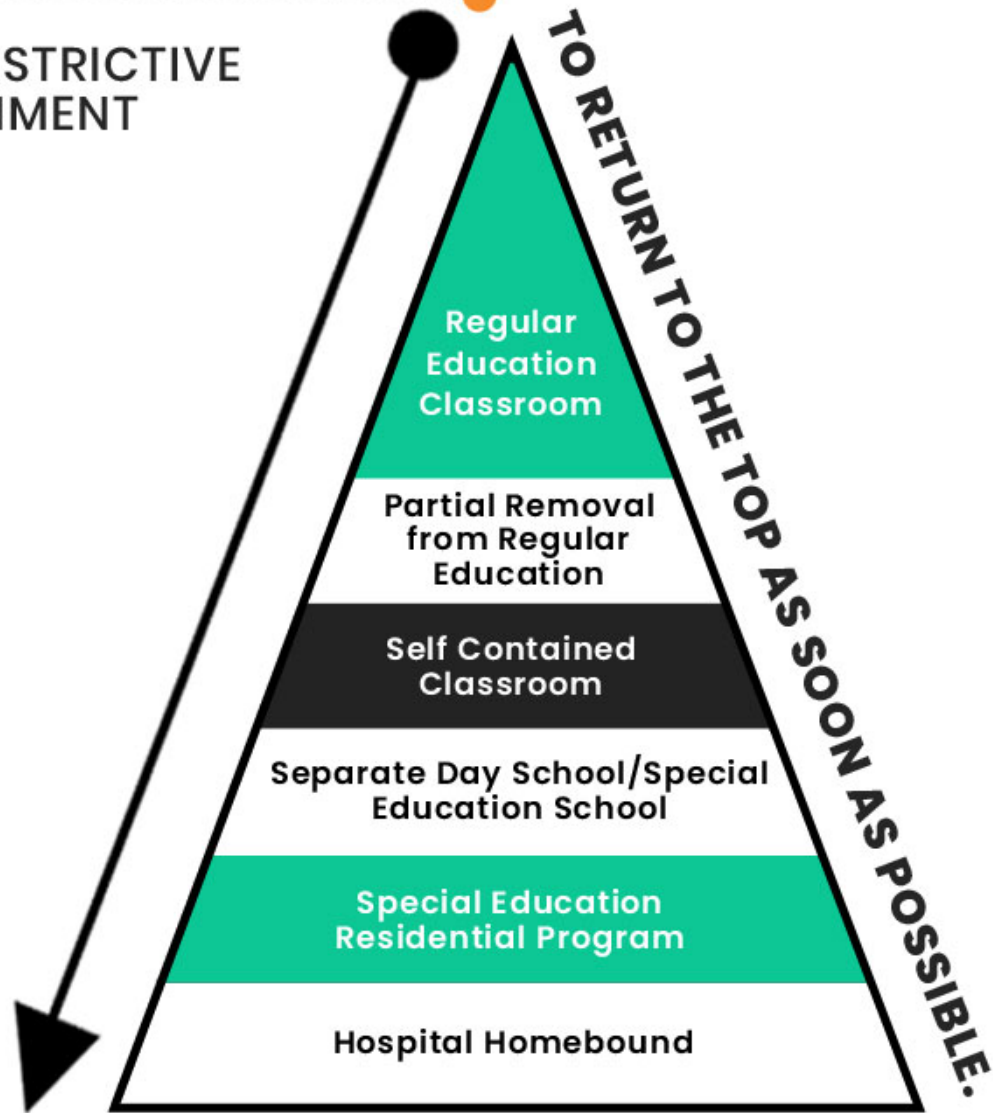
#### LRE1- Compliance:

☐ **Include how the nature and severity of the disability affects the student's ability to be with same-age peers**

# Section 8: Least Restrictive Environment

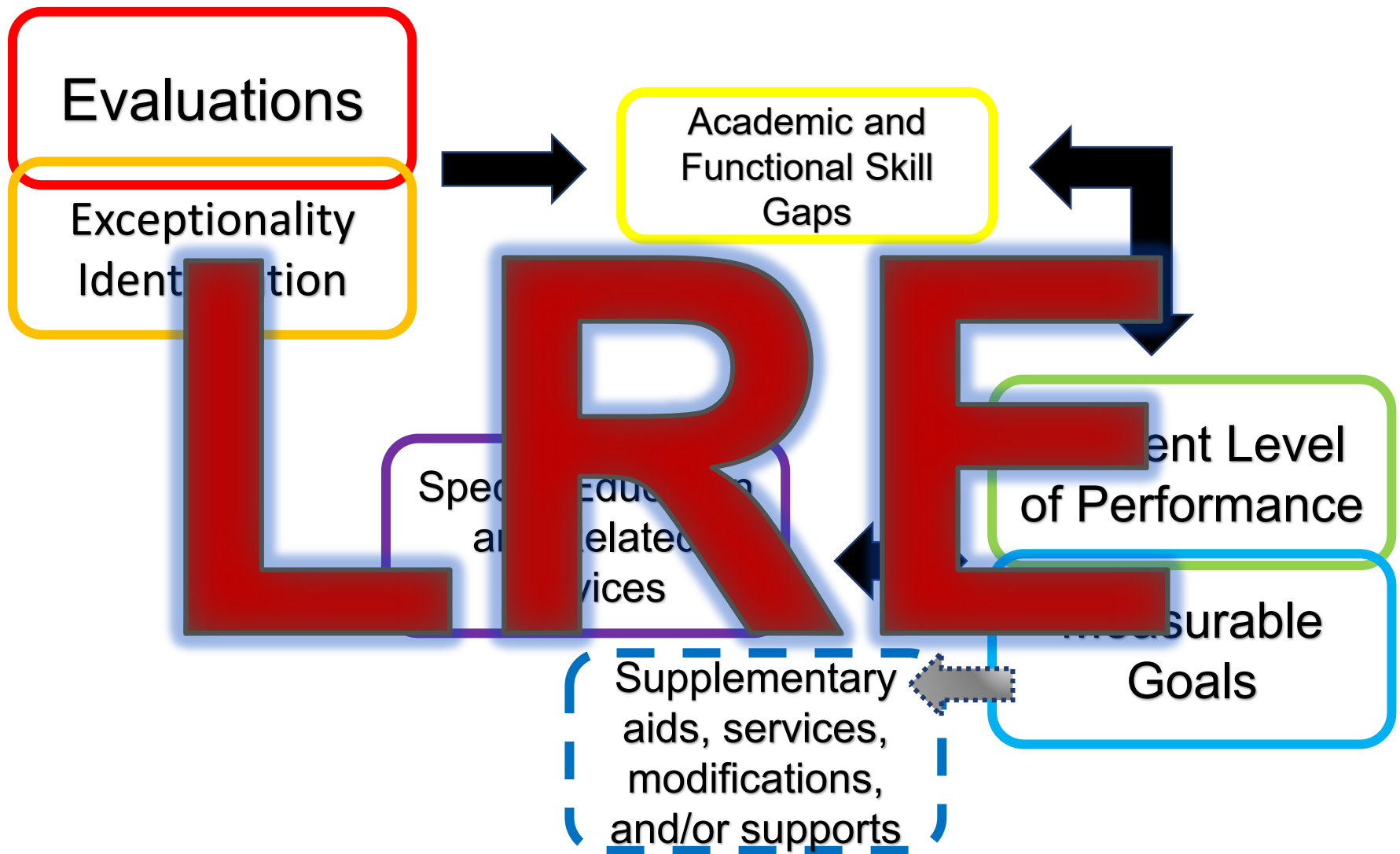
“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled, and special classes, separate schooling, or other **removal of students with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**” MUSER [20 USC 1412(a)(5) and 34 CFR 300.114]

LEAST RESTRICTIVE  
ENVIRONMENT



MOST RESTRICTIVE  
ENVIRONMENT





# Section 8: Least Restrictive Environment

- LRE is about the student's access to general education instruction
  - Working on completely different skills or a subset of skills than what their peers are learning, within the general education classroom, is **not LRE**
  - Working on a subset of skills of the general education content, within the general education, classroom **is LRE**
- **When in the general education setting, are they receiving the same access to general education curriculum as their peers?**

# Section 8: Least Restrictive Environment

## 8. LEAST RESTRICTIVE ENVIRONMENT

### FOR CHILDREN AGES 3-5 ONLY (CDS)

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

General Education Setting

Special Education Setting

More than or equal to  
10 hours  
☐

Less than 10 hours  
☐

Total # of hours:

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

### FOR K-12 ONLY

What percentage of  
time is this child with  
non-disabled children?  
**73%**

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

**Sammy's Other Health Impairment due to ADHD is to such a degree that he requires individual and small group instruction in the special education environment.**



# Let's Review...



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## Why is this noncompliant?

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

**Jack has moderate deficits with receptive language.**

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

**Progress:**

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

**By 10/2025, given speech/language therapy, Jack will improve his receptive language skills as measured by work samples and teacher collected data.**

**Objective(s)** required? ☐ Yes ☐ No

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

✓ Goal is not measurable

**Instead...**



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

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

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

**Progress:**

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

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

**Objective(s)** required? ☐ Yes ☒ No

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





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# *Let's Review...*



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Why is this noncompliant?

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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction <b>Reading</b>	<b>Special Education Teacher</b>	<b>Special Education</b>	<b>30 minutes per week</b>	<b>10/15/2024- 10/15/2025</b>
Specially Designed Instruction <b>Science</b>	<b>Special Education Teacher</b>	<b>Regular Education</b>	<b>45 minutes per week</b>	<b>10/15/2024- 10/15/2025</b>

- ✓ SDI in Science
- ✓ Duration is greater than 364 days

**Instead...**



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

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

# Try this



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# Let's Review...

Why is this noncompliant?



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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction <b>Reading</b>	<b>Educational Technician</b>		<b>30 minutes per week</b>	<b>10/15/2024- 10/14/2025</b>
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	<b>Educational Technician</b>		<b>4 hours per day</b>	<b>10/15/2024- 10/14/2025</b>
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	<b>Speech/Language Pathologist</b>		<b>60 minutes per week</b>	<b>10/15/2024- 10/14/2025</b>

Occupational  
Physical Ther  
Social Work S  
Nursing Servi  
Transportatio

- ✓ Location is blank
- ✓ Educational Technician can not be the Person Responsible
- ✓ ESY is documented for whole IEP and not ESY dates

**Instead...**



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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction <b>Reading</b>	<b>Special Education Teacher</b>	<b>Special Education</b>	<b>30 minutes per week</b>	<b>10/15/2024- 10/14/2025</b>
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	<b>Special Education Teacher</b>	<b>Special Education</b>	<b>4 hours per day</b>	<b>7/5/2025- 8/15/2025</b>
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	<b>Speech/Language Pathologist</b>	<b>Special Education</b>	<b>60 minutes per week</b>	<b>10/15/2024- 10/14/2025</b>
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				



# Just One More



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# What's wrong?

Why is this noncompliant?



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## 8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? <b>33%</b>	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)): <b>Jack attends all specials as well as lunch and recess with his peers but receives specially designed instruction 18 hours/week and speech/language therapy 2 hours/week</b>		

- ✓ Does not address the nature and severity of the disability
- ✓ Restates the service grid

**Instead...**



## 8. LEAST RESTRICTIVE ENVIRONMENT

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



# 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



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



## 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](#)
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# Professional Learning Recordings

View more recordings

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## 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	<a href="#">YouTube</a>	<a href="#">Slides</a>
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Advanced Written Notice & Written Notice	10/23/2024	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Alternate Assessment Process	1/25/2023	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant Transition Plans	12/20/2023	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant vs Good IEPs - Part 1	1/22/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant vs Good IEPs - Part 2	2/12/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Data Collection and Analysis	5/22/2024	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Discipline & Manifestation Determination	5/28/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Dispute Resolution	4/9/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>

Showing 1 to 10 of 45 entries

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## 2025-26 Professional Development Schedule

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

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

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

# 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>



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Use the link to complete the form  
on your computer

**OR**

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

The image shows a 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 radio button options for 'Yes' and 'No'. A 'Next' button is visible at the bottom of the form.





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