



MAINE DEPARTMENT
OF EDUCATION

Developing a Compliant IEP

Presented by: Office of Special Services and Inclusive Education
Supervision, Monitoring, and Support Team





We will have a break built into the presentation and time for questions



In the chat box:

- Tell us your name, role, and school/district/CDS site



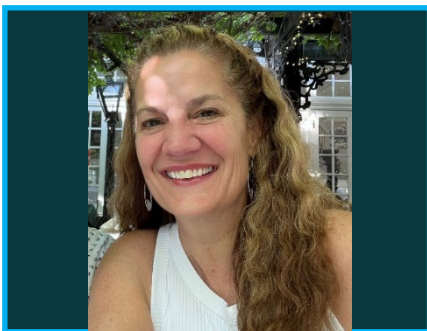
Please verify your name on Zoom:

- Hover over the 3 dots in your picture box
- Change name if necessary so we know who is joining us today



Agenda

- 1 Introductions
- 2 IEP Quick Reference
- 3 IEP Sections 1- 4
- 4 IEP Sections 5-8
- 5 Resources



Colette Sullivan
Federal Programs Coordinator



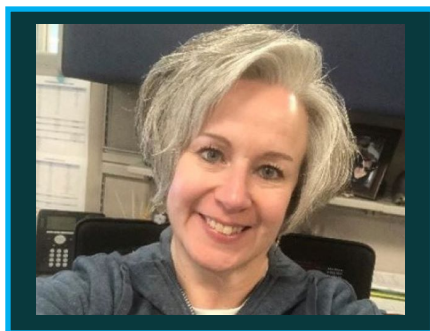
Jennifer Gleason
Education Specialist



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Education Specialist



Ashley Satre
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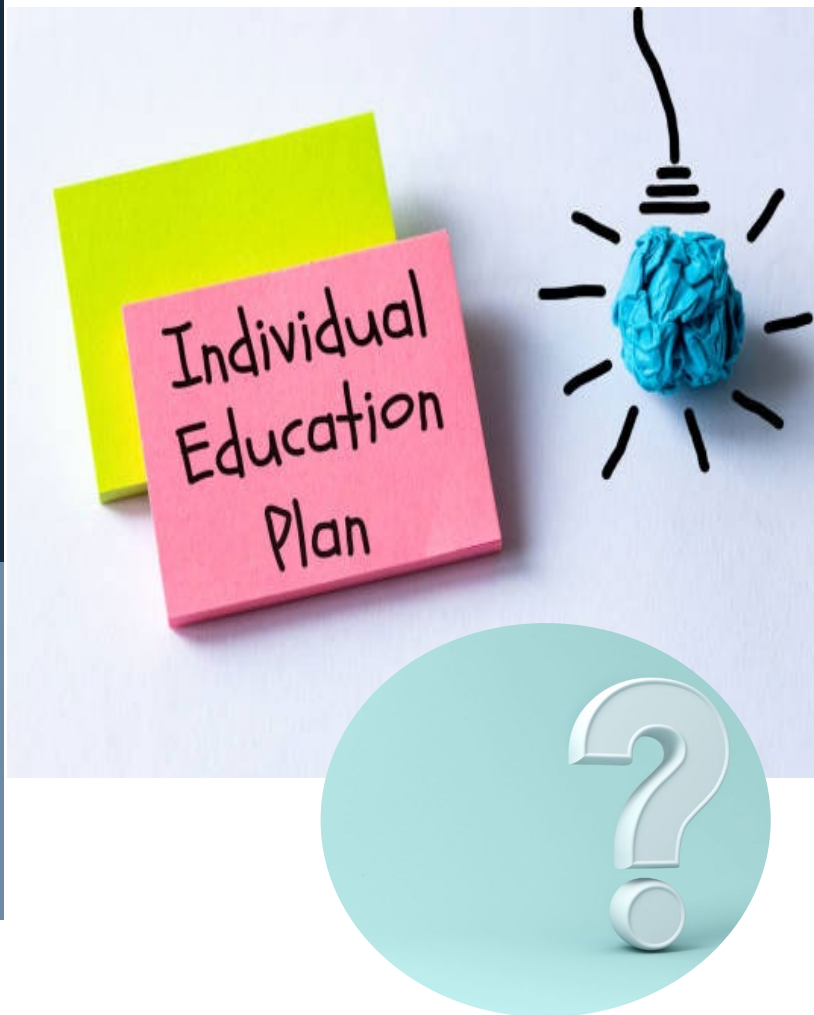


Julie Pelletier Secretary Associate

Meet Our Team

Supervision, Monitoring and Support Team

Through a combination of the monitoring process, professional development and data collection, the SMS team supports SAUs with compliance as outlined in IDEA and MUSER regulations for students with disabilities.



Share in the chat:

Are there sections of the IEP that are most challenging to complete?

Changes from 24-25 to 25-26



Though the Individuals with Disabilities Act (IDEA) and Maine Unified Special Education Regulations (MUSER) don't change often, the focus of our monitoring does change slightly from year to year.

Feedback from Maine's education workforce:

Please tell us when you change something!



Additions

- **WRN2** – Evidence that all required members were present at the IEP meeting
- **PPR1** – Evidence that progress reports are sent at least as often as report cards
- **INRT** – A representative from Part B was in attendance at the Transition Conference held between 9 months and 90 days before the child's 3rd birthday

Changes from 24-25 to 25-26



Feedback from Maine's education workforce:

Please tell us when you change something!



CDS
Part C
Early Intervention for ME

Additions

25-26 Federal Indicators

- C1 – Timely Services
- C7 – Initial Referral
- C8 – Part C to Part B Transition

We may add IFSP review in 26-27

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

2. DISABILITY

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

Compliance:

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


IEP Quick Reference Document

- RED reflects Compliance
- BLUE reflects Best Practice



Compliance Self-Check

[2025-2026 Self Assessment Form](#)



Office of Special Services & Inclusive Education
Maine DOE

Model Self Assessment EMT 25-26


This form is for practice only. Responses will not be saved.

When you submit this form, it will not automatically collect your details like name and email address unless you provide yourself.

* Required

Student First Name *

Student Last Name *



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: SAU, Date Sent to Parent and Child Information

SAU or CDS Site:

Date IEP Sent to Parent:

1. CHILD INFORMATION

Child's Name:

Date of Birth:

Age:

Grade:

School/Program:

Parent/Guardian Name:

Child's Address:

City, State, ZIP:

Annual Date of IEP Meeting:

Duration of the IEP:

Date of Next Annual IEP Meeting:

Date of Re-Evaluation:

Date(s) of Amended IEP:

Case Manager:

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: SAU, Date Sent to Parent

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

Annual Date of IEP Meeting: **1/6/2025**

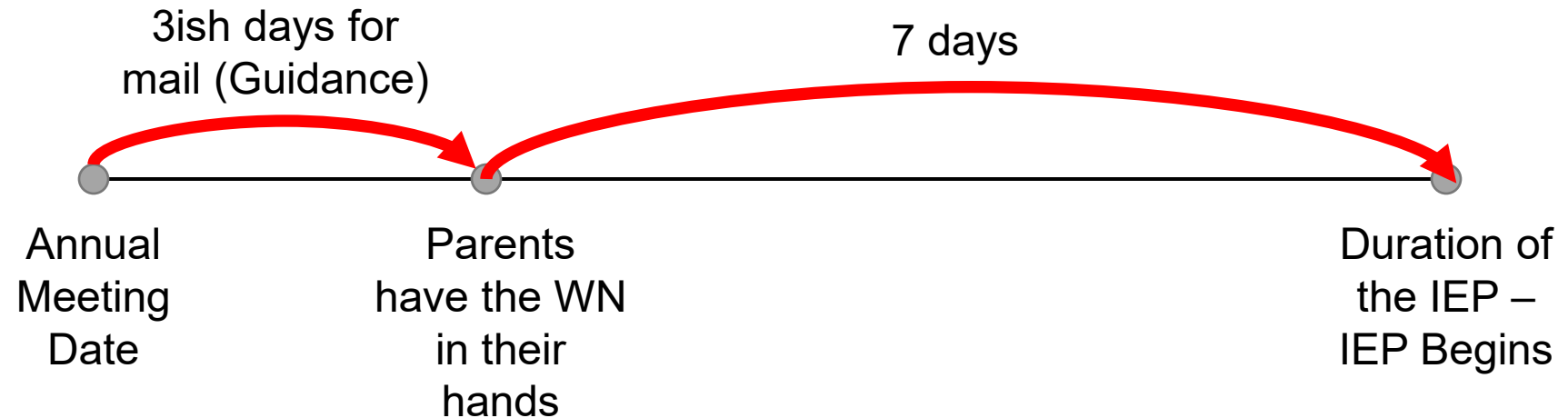
Duration of the IEP: **1/16/2025-1/15/2026**

Date of Next Annual IEP Meeting: **1/5/2026**

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

MUSER VI.2.J(5)

Section 1: Annual Date of IEP & Duration of IEP



1/6/25

Must hold next annual on or before 1/5/26

1/10/25

1/16/25



Duration of IEP can only run 364 days. Therefore, IEP must end 1/15/2026


Annual Date of IEP Meeting: 1/6/2025
Duration of the IEP: 1/16/2025-1/15/2026
Date of Next Annual IEP Meeting: 1/5/2026



Written Notice: Timeline Consideration

- Parent(s) can waive their right to 7-day notice
 - Implement IEP sooner than 7 days
 - 7 Day Waiver form (optional)
- Must be documented in the Written Notice

1. Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:
 - The child's parents waived their right to 7-day notice prior to the IEP implementation, and agreed to make the IEP effective starting the next day.



When can a parent/guardian NOT waive their 7-day notice?

- A) If they did not attend the meeting
- B) For initial eligibility meetings
- C) Neither of the above

**Only one answer is correct, drop
your guess in the chat.**

Parents cannot waive their 7-day notice if:



A) If they did not attend the meeting



- (ii) Consent for services.--An SAU that is responsible for making a free appropriate public education available to a child with a disability under this part must obtain **informed consent from the parent** of such child before providing special education and related services to the child. The SAU must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.[34 CFR 300.300(b)(1,2)]

Section 2: Disability

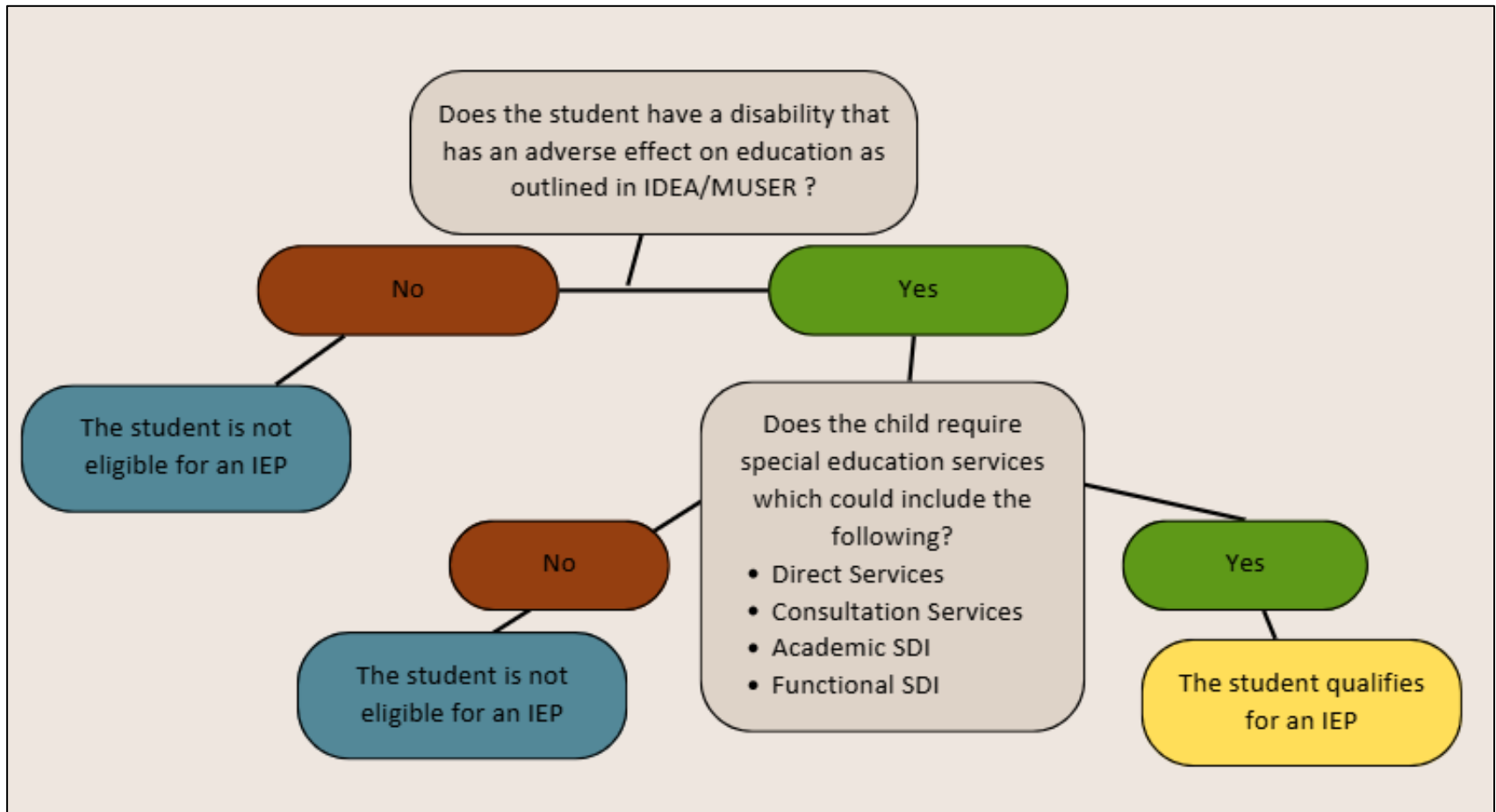
[Link to Individuals with Disabilities Education Act \(IDEA\)](#)

§ 300.8 Child with a disability.

(a) General—

- (1) *Child with a disability* means a child evaluated in accordance with §§ 300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.
- (2)
 - (i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under §§ 300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.
 - (ii) If, consistent with § 300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

Section 2: Disability



Section 2: Disability

[Link to Maine Unified Special Education Regulations \(MUSER\)](#)

MUSER VII.2.A-M outlines all eligibility criteria including the **Definition** and the **Procedure for Determination**.

G. Intellectual Disability

- (1) Definition. Intellectual disability means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviors and manifested during the developmental period that adversely affect the child's educational performance. [34 CFR 300.8(c)(6)]
- (2) Procedure for Determination. All steps below are required:
 - (a) Diagnostic impression will be based upon a multidisciplinary evaluation completed by a professional who is qualified to make a diagnostic impression under current DSM-5 criteria.
 - (b) The IEP Team will determine if the impairment adversely affects the child's educational performance.

I. Orthopedic impairment

- (1) Definition. Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). [34 CFR 300.8(c)(8)]
- (2) Procedure for Determination. All steps below are required:
 - (a) A referral shall include a diagnosis from a licensed physician as to the existence of an orthopedic impairment, resulting from a congenital anomaly, disease, or other condition.
 - (b) The IEP Team will determine if the impairment adversely affects the child's educational performance.

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> | | |



Links to our recorded trainings that will provide you more detail around the previous topics

Eligibility Forms
Slides

IEP Essentials for new teachers
Slides

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.	

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

If considerations are checked yes, they may be addressed in Section 6

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



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

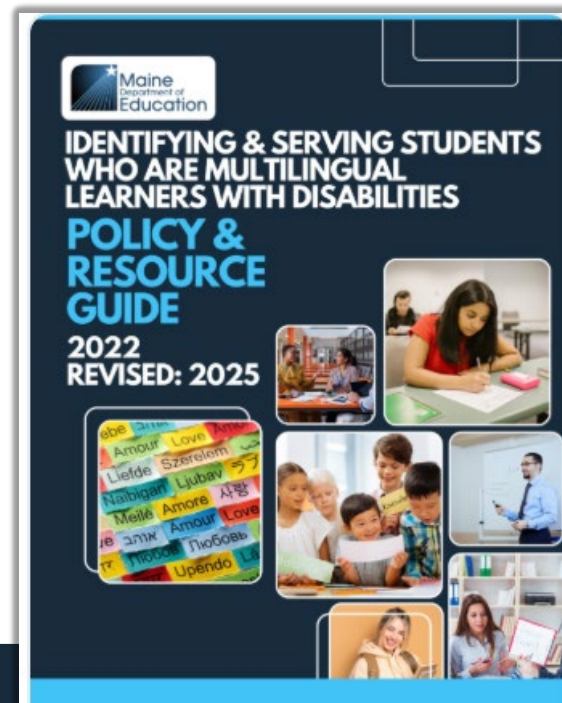
In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments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

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

The Maine DOE ESOL and Special Services and Inclusive Education teams collaborated to develop Maine's first guidance manual on Identifying and Serving Multilingual Learners with Disabilities. The purpose of this policy and resource guide is to provide school administrative units (SAUs) with guidance on a multi-step process to appropriately identify and evaluate students who are multilingual learners with identified disabilities in need of special education services.

Multilingual Learners with Disabilities | Department of Education

Jane Armstrong
ESOL State Specialist
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Section 4A, 4B, 4C- Compliance

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

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

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

Effective: 08/01/2020

Individualized Education Program

Page 2 of 9

Child's Name:

Date of Birth:

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:

- ☐ Statement of how the gap(s)/deficit(s) listed affect the child's involvement and progress in the general education curriculum

APG6- Compliance:

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

Section 4A – Results of All Evaluations

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

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

Psychoeducational Report 12/17/2023

WISC-5

Verbal Comprehension 75

Perceptual Reasoning 88

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

Verbal Memory Index Score 64

CTOPP-2

Phonological Awareness 88

Phonological Memory 61

Rapid Naming 58

BASC-2-Parent

Hyperactivity 60

Aggression 49

Externalizing Problems 47

Learning Problems 52

Social Skills 57

Study Skills 42

Attention Problems 45

Anxiety 37

Clinically Significant: Attention Problems, Learning Problems

At-Risk: Hyperactivity, Anxiety, Study Skills

GORT-5

Oral Reading Index 65

WIAT-4

Written Expression Composite 74

Mathematics Composite 81

Occupational Therapy Evaluation 12/11/2023

Test of Visual-Motor Integration

VMI 73

Visual Perception 104

Motor Coordination 81

WRAVMA

Composite Score 84

- 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: Academic, Functional and/or Developmental Strengths

Compliance:

- based on observations
- include areas of strength and relative strengths
- NOT a restatement of evaluations

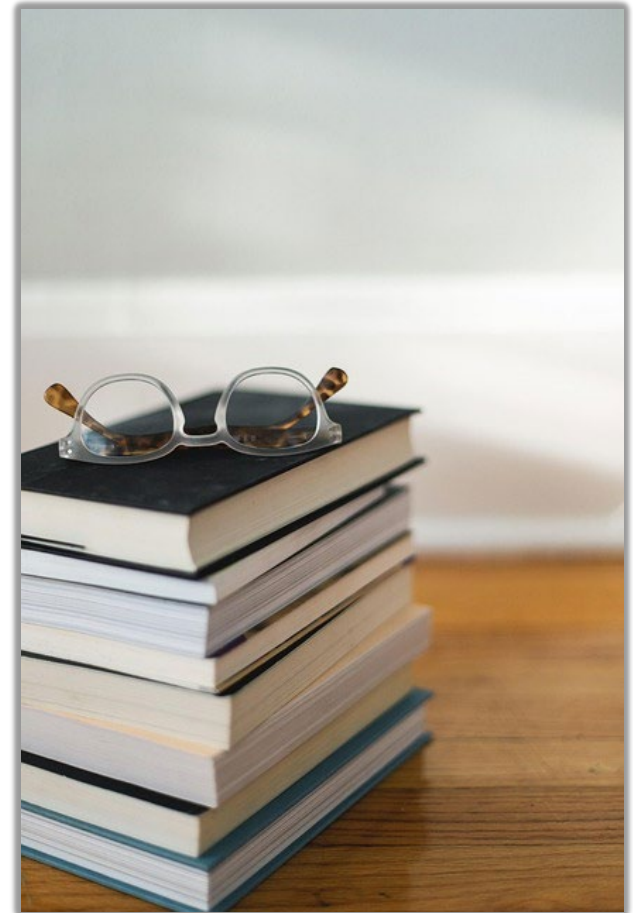
B. Beyond the evaluative information in **4A**, what are the academic, functional, and/or developmental **strengths** of the child?

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?

Academic

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



Section 4C: Distinctly Measurable and Persistent Gaps in Academic Performance and “How” Statement

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

Identification of the distinctly measurable and persistent gaps in Academic performance

AND

How do the distinctly measurable and persistent skill gaps affect the child's involvement and progress in the general education curriculum

Distinctly
Measurable and
Persistent Gaps



How Statement

Skill Deficits/Gaps –

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

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

<u>Broad Academic Areas</u>	<u>Specific Skills</u> (could include others)
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

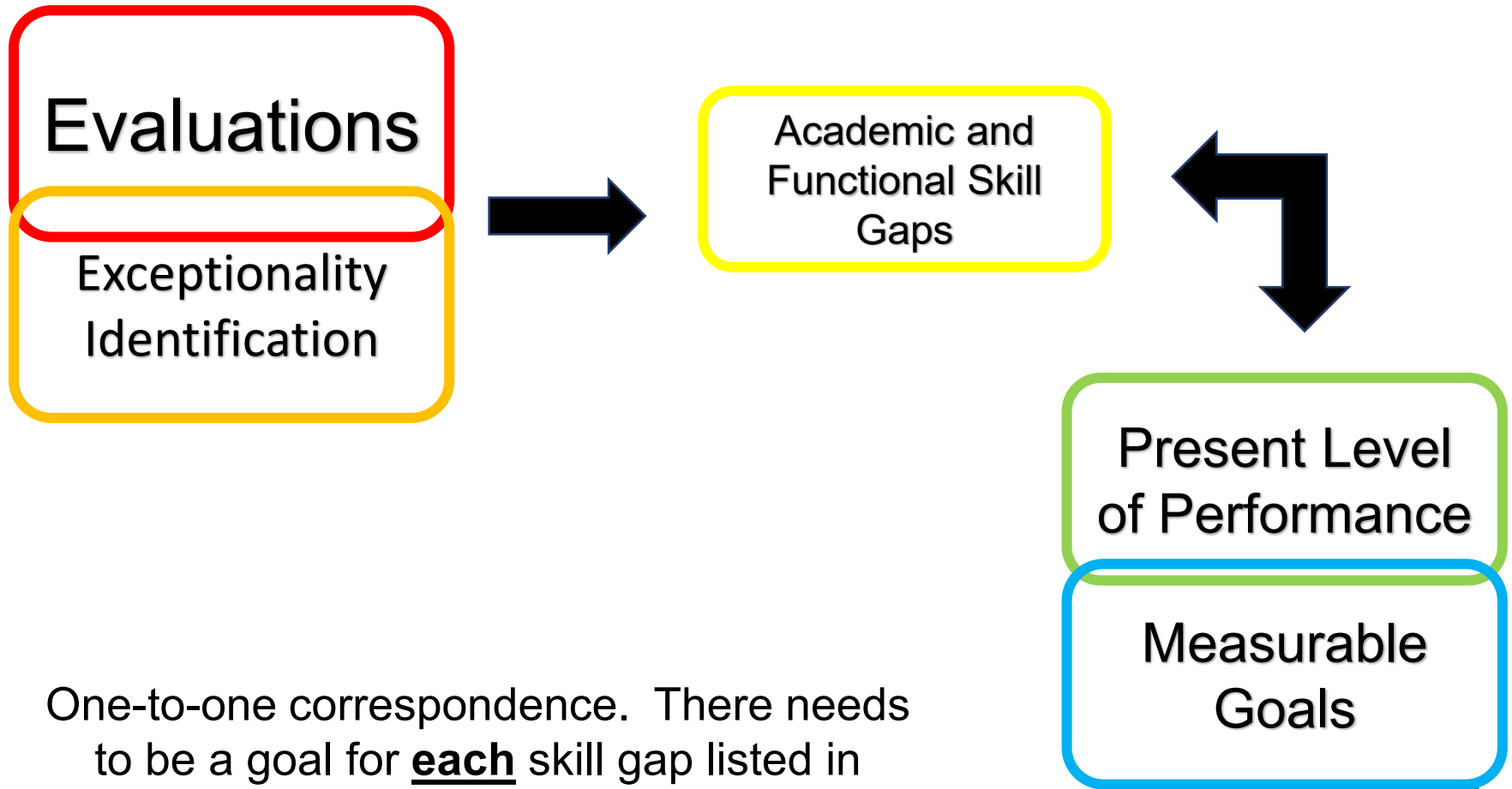
**Distinctly
Measurable and
Persistent Gaps
(Needs)**



**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.

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 402

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.

Section 4D and 4E- Compliance

☐ Every academic skill gap in Section 4D and 4E is aligned to a goal in Section 5

- 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:

- ☐ **Statement of how the gap(s)/deficit(s) listed affect the child's involvement and progress in the general education curriculum**

FDG1- Compliance:

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

- E. If appropriate, what are the **developmental needs** of the child, 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.**
- ☐ **Best Practice: These are different skill gaps from the functional skill gaps listed in 4D**

FDP7- Compliance:

- ☐ **Statement of how the gap(s)/deficit(s) listed affect the child's involvement and progress in the general education curriculum**

FDG1- Compliance:

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

Functional

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



Section 4D: Distinctly Measurable and Persistent Gaps in Functional Performance and “How” Statement

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

Identification of the distinctly measurable and persistent gaps in Functional performance

AND

How do the distinctly measurable and persistent skill gaps affect the child's involvement and progress in the general education curriculum

Distinctly
Measurable and
Persistent Gaps



How Statement

Skill Deficits/Gaps –

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

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.

<u>Broad Functional Areas</u>	<u>Specific Skills</u> (could include others)
Cognitive	Problem Solving, Self Awareness, Peer Interactions, Self Initiation or similar
Communicative	Articulation, Following Directions, Answering Wh- Questions, Turn-Taking, Grammar or similar
Motor (Fine/Gross)	Coloring, Cutting, Walking, Stairs or similar
Adaptive	Toileting, Handwashing, Cooking, Eating, Dressing, Bathing or similar
Social/Emotional	Peer Interactions, Self Regulation, Communication, Pragmatic Skills or similar
Sensory	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 4E: Developmental Needs and “How” Statement

- E. If appropriate, what are the **developmental needs** of the child, and **how** do they affect the child's involvement and progress in the general education curriculum?

Identification of the distinctly measurable and persistent gaps in Developmental performance

AND

How do the distinctly measurable and persistent skill gaps affect the child's involvement and progress in the general education curriculum

Distinctly
Measurable and
Persistent Gaps



How Statement

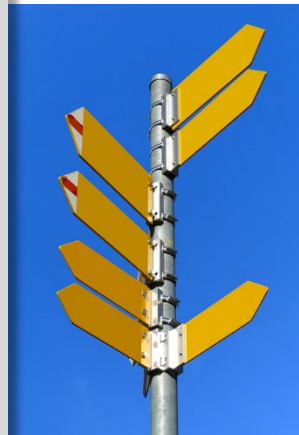
Functional and Developmental Goals

“Functional performance means how the child demonstrates his/her skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas.” (MUSER II.15)

Which is it?

Functional Goal(s)

Lifelong skills deficit(s) that the IEP team feels the child will not “outgrow”.



Developmental Goal(s)

Lagging skill deficit(s) that the IEP team feels the child may “outgrow”.

Section 4C, 4D and 4E Skill Gaps

Compliance versus Best Practice

Compliance –

- Do not include or reference:
 - Evaluation Results
 - Standard Scores
- List skill gaps
- Each gap listed must have an aligned goal

Best Practice –

- Avoid broad areas
- Focus on specific skill deficits
- Document in a bulleted list



Distinctly Measurable and Persistent Gaps AND How Statement

Section 4C – Academic gaps

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

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

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

Remember:
You must include
BOTH components.

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 Self-Check

[2025-2026 Self Assessment Form](#)



Model Self Assessment EMT 25-26

This form is for practice only. Responses will not be saved.

When you submit this form, it will not automatically collect your details like name and email address unless you provide yourself.

* Required

Student First Name *

Student Last Name *



Compliance Self-Check



RAE1 - Section 4A *

Results of initial or most recent evaluations of the child.

34 CFR 300.324(a)(1)

Yes

- Date of evaluations
- Name of evaluations
- Evaluations support exceptionality identification
- May go beyond 3 years with agreement between SAU and parent documented in WN

No

- Evaluation information is missing
- Beyond 3 years with insufficient documentation in WN

☐ Yes

☐ No



4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.0)

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

Psychoeducational Report

WISC-5

Verbal Comprehension 75

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

Verbal Memory Index Score 64

CTOPP-2

Phonological Memory 61

Rapid Naming 58

Compliance Self-Check

RAE1 - Section 4A *

Results of initial or most recent evaluations of the child.

34 CFR 300.324(a)(1)

Yes

- Date of evaluations
- Name of evaluations
- Evaluations support exceptionality identification
- May go beyond 3 years with agreement between SAU and parent documented in WN

No

- Evaluation information is missing
- Beyond 3 years with insufficient documentation in WN

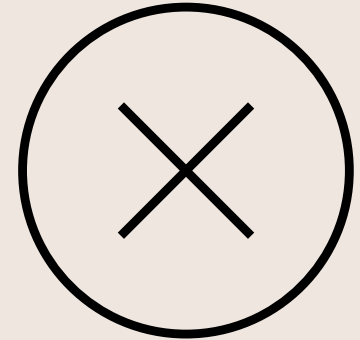
☐ Yes

☒ No

RAE1

Why is this non-compliant?

No dates for evaluations. No scores to support strengths.



4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND

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

Psychoeducational Report

WISC-5

Verbal Comprehension 75

Working Memory 62

Processing Speed 73

Full Scale 70

WRAML-3

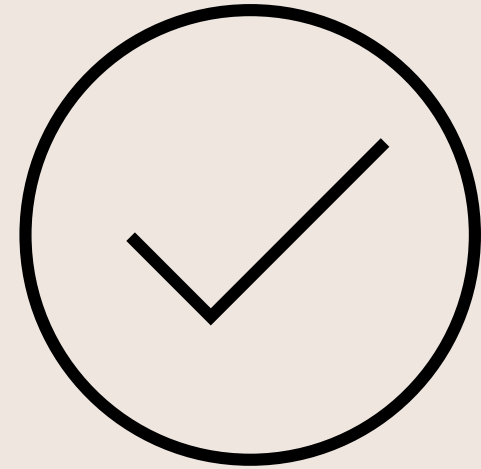
Verbal Memory Index Score 64

CTOPP-2

Phonological Memory 61

Rapid Naming 58

Compliance Self-Check



RAE1 - Section 4A *

Results of initial or most recent evaluations of the child.

34 CFR 300.324(a)(1)

Yes

- Date of evaluations
- Name of evaluations
- Evaluations support exceptionality identification
- May go beyond 3 years with agreement between SAU and parent documented in WN

No

- Evaluation information is missing
- Beyond 3 years with insufficient documentation in WN

☒ Yes

☐ No

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS

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

Let's try another...



Compliance Self-Check

APG2 - Section 4C *

Academic gaps (skill deficits)

34 CFR 300.324(a)(1)

Best practice: Bulleted list

Yes

- Documents the child's distinctly measurable and persistent academic gaps (skill deficits).

No

- Academic gaps (skill deficits) are missing or incomplete.

NA

- No distinctly measurable and persistent academic gaps (skill deficits) identified.

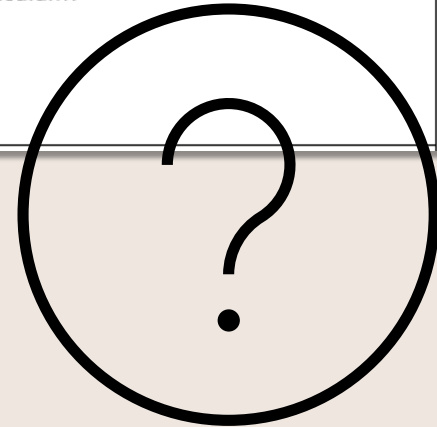
☐ Yes

☐ No

☐ NA

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?

Jack's oral reading is a 65 and his written expression is a 74.



APG4 - Section 4C *

Academic "how" statement

34 CFR 300.320(a)(1)

Yes

- A statement of how the child's distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is present

No

- "How" statement is missing
- "How" statement does not answer the question

☐ Yes

☐ No

Compliance Self-Check

APG2 - Section 4C *

Academic gaps (skill deficits)

34 CFR 300.324(a)(1)

Best practice: Bulleted list

Yes

- Documents the child's distinctly measurable and persistent academic gaps (skill deficits).

No

- Academic gaps (skill deficits) are missing or incomplete.

NA

- No distinctly measurable and persistent academic gaps (skill deficits) identified

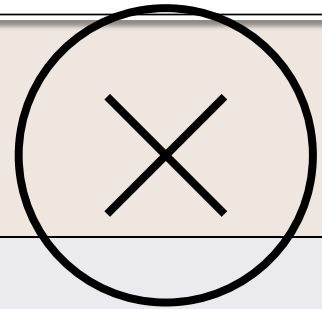
☐ Yes

☒ No

☐ NA

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?

Jack's oral reading is a 65 and his written expression is a 74.



APG2

Why is this non-compliant?

The gaps are standard scores from Psych evaluation.

APG4 - Section 4C *

Academic "how" statement

34 CFR 300.320(a)(1)

Yes

- A statement of how the child's distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is present

No

- "How" statement is missing
- "How" statement does not answer the question

☐ Yes

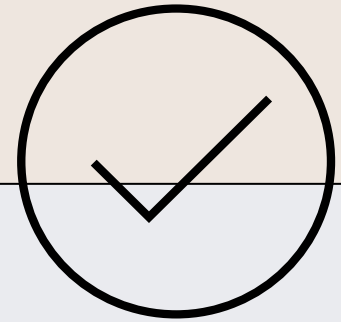
☒ No

APG4

Why is this non-compliant?

No How statement

Compliance Self-Check



APG2 - Section 4C *

Academic gaps (skill deficits)

34 CFR 300.324(a)(1)

Best practice: Bulleted list

Yes

- Documents the child's distinctly measurable and persistent academic gaps (skill deficits) in a bulleted list

No

- Academic gaps (skill deficits) are missing or incomplete.

NA

- No distinctly measurable and persistent academic gaps (skill deficits)

☒ Yes

☐ No

☐ NA

APG4 - Section 4C *

Academic "how" statement

34 CFR 300.320(a)(1)

Yes

- A statement of how the child's distinctly measurable and persistent academic gaps (skill deficits) affect the child's involvement and progress in the general education curriculum is present

No

- "How" statement is missing
- "How" statement does not answer the question

☒ Yes

☐ No

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

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

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

Best Practice:

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

One more...



Compliance Self-Check

FDP2 - Section 4D *

Functional/developmental gaps (skill deficits)
34 CFR 300.324(a)(1)

Best practice: Bulleted list

Yes

- Documents the child's distinctly measurable and persistent functional/developmental gaps (skill deficits)

No

- The child's distinctly measurable and persistent functional/developmental gaps (skill deficits) are not included

NA

- No distinctly measurable and persistent functional/developmental gaps (skill deficits) identified.

☐ Yes

☐ No

☐ NA

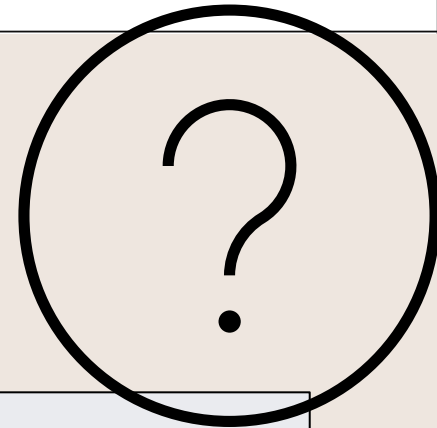
D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Communication**

- **Motor Skills**

These gaps impact Pam's ability to answer questions from peers and teachers in her general education classes.

- **Use technology tools to track assignments**



FDP7 - Section 4D *

Functional/developmental "how" statement
34 CFR 300.320(a)(1)

Yes

- Statement of how the child's distinctly measurable and persistent functional/developmental gaps (skill deficits) affect their involvement and progress in the general education curriculum is present

No

- "How" statement is missing
- "How" statement does not answer the question

☐ Yes

☐ No

Compliance Self-Check

FDP2 - Section 4D *

Functional/developmental gaps (skill deficits)

34 CFR 300.324(a)(1)

Best practice: Bulleted list

Yes

- Documents the child's distinctly measurable and persistent functional/developmental gaps (skill deficits)

No

- The child's distinctly measurable and persistent functional/developmental gaps (skill deficits) are not included

NA

- No distinctly measurable and persistent functional/developmental gaps (skill deficits) identified.

☐ Yes

☒ No

☐ NA

FDP2

Why is this non-compliant?

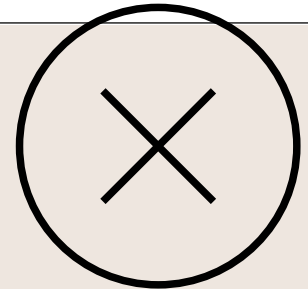
Communication and Motor Skills are too broad

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?

- **Communication**
- **Motor Skills**

These gaps impact Pam's ability to answer questions from peers and teachers in her general education classes.

- **Use technology tools to track assignments**



FDP7 - Section 4D *

Functional/developmental "how" statement

34 CFR 300.320(a)(1)

Yes

- Statement of how the child's distinctly measurable and persistent functional/developmental gaps (skill deficits) affect their involvement and progress in the general education curriculum is present

No

- "How" statement is missing
- "How" statement does not answer the question

☐ Yes

☒ No

FDP7

Why is this non-compliant?

Missing how statement for tracking assignments

Compliance Self-Check

FDP2 - Section 4D *

Functional/developmental gaps (skill deficits)
34 CFR 300.324(a)(1)

Best practice: Bulleted list

Yes

- Documents the child's distinctly measurable and persistent functional/developmental gaps (skill deficits)

No

- The child's distinctly measurable and persistent functional/developmental gaps (skill deficits) are not included

NA

- No distinctly measurable and persistent functional/developmental gaps (skill deficits) identified.

☒ Yes

☐ No

☐ NA

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?

- **Answering Wh Questions**
- **Handwriting**

These gaps impact Pam's ability to answer questions from peers and teachers in her general education classes.

- **Use technology tools to track assignments**
- This challenge with executive functioning prevents Pam from completing class work on time.**

FDP7 - Section 4D *

Functional/developmental "how" statement
34 CFR 300.320(a)(1)

Yes

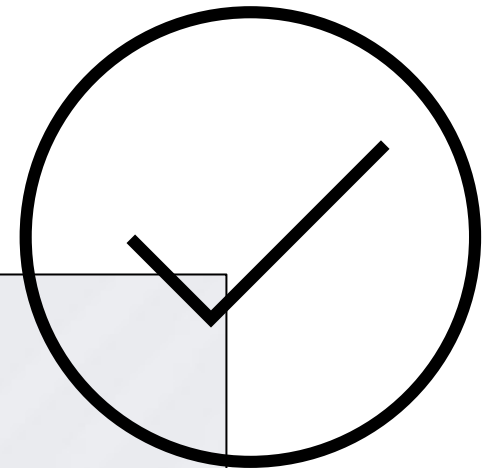
- Statement of how the child's distinctly measurable and persistent functional/developmental gaps (skill deficits) affect their involvement and progress in the general education curriculum is present

No

- "How" statement is missing
- "How" statement does not answer the question

☒ Yes

☐ No





Links to our recorded trainings that will provide you more detail around the previous topics

IEP Alignment

Slides



Chat Box Check In

Reporting Progress

PROGRESS MONITORING OF ANNUAL IEP GOALS

Progress on goals will be reported **insert #** times per academic year, using the following codes (locally determined):

Add the description below of progress codes for annual goal(s):

1.	
2.	
3.	
4.	
5.	
6.	

Describe how progress toward IEP goals will be reported at least as frequently as gen ed peers.

The U.S. Supreme Court's ruling in *Endrew vs. Douglas County School District*, highlighted the fact that IEP teams must discuss and develop IEP goals for students that are “appropriately ambitious” and that “to met its substantive obligation under the IDEA, a school must offer an IEP that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.”

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

December 7, 2017

Questions and Answers (Q&A) on
U. S. Supreme Court Case Decision
Endrew F. v. Douglas County School District Re-1

<https://sites.ed.gov/idea/files/qa-endrewcase-12-07-2017.pdf>

Use of Data

Data should be used to:

- ✓ collected and maintained with fidelity
- ✓ analyzed consistently
- ✓ used to determine next steps and make changes if necessary



It is important to remember –



“IEP teams must demonstrate the following indicators of progress:

- The child is receiving all special education, supplementary aids, and related services outlined in the IEP
- The IEP team is making appropriate modifications as required
- Appropriate accommodations are provided
- Measurable IEP goals enable a clear assessment of whether the child is making adequate progress.”

<https://www.smartersteps.com/2018/11/28/endrew-decision-how-do-you-write-ambitious-iep-goals/>

Why is this important when developing and maintaining an IEP and how does the Endrew F. case impact this?

If the IEP team responsible for Endrew F. had effectively maintained and analyzed the data, and then used that data to drive programming, they would probably have identified that he wasn't making progress and would have made appropriate changes.

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**

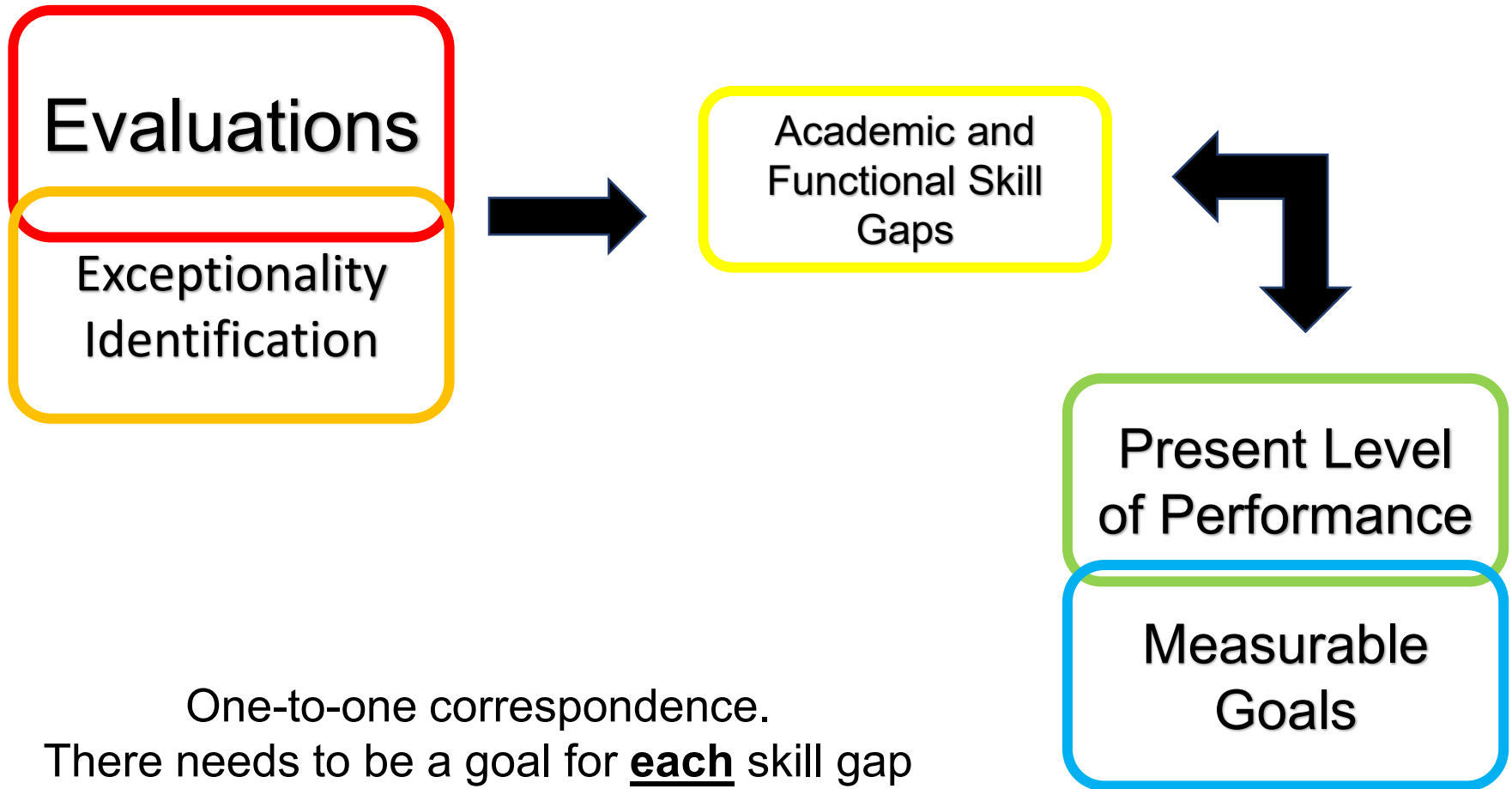
Objective(s) required? ☐ Yes ☐ No

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.**

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 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



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%)
 - Avoid 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

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



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

**Consider this
Pretend Reading Curriculum...**

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

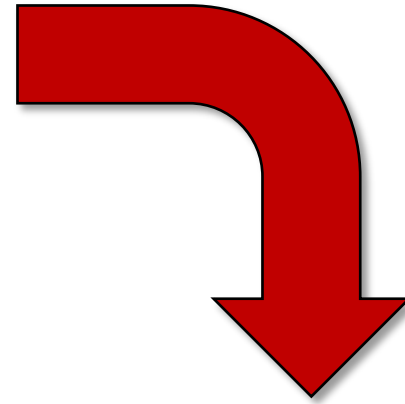
Pretend Reading Curriculum
Level A

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

Pretend Reading Curriculum
Level B

Child will learn:

Vowel Sounds

High Frequency Sight Words 26-40

Segment Simple CCVC Words

If Leo masters the vowel sounds and can segment simple CCVC words, but does not master the high frequency sight words, you can't do Progress Monitoring.

Remember: a goal should only include 1 skill;
if the child has skill deficits in **BOTH** vowel sounds
and sight words, these would be two different goals.

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.

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.



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

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 (Childhood (K-5), Early Adolescence (6-8), and Adolescence (9-Diploma))

3 = Standard Number

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.

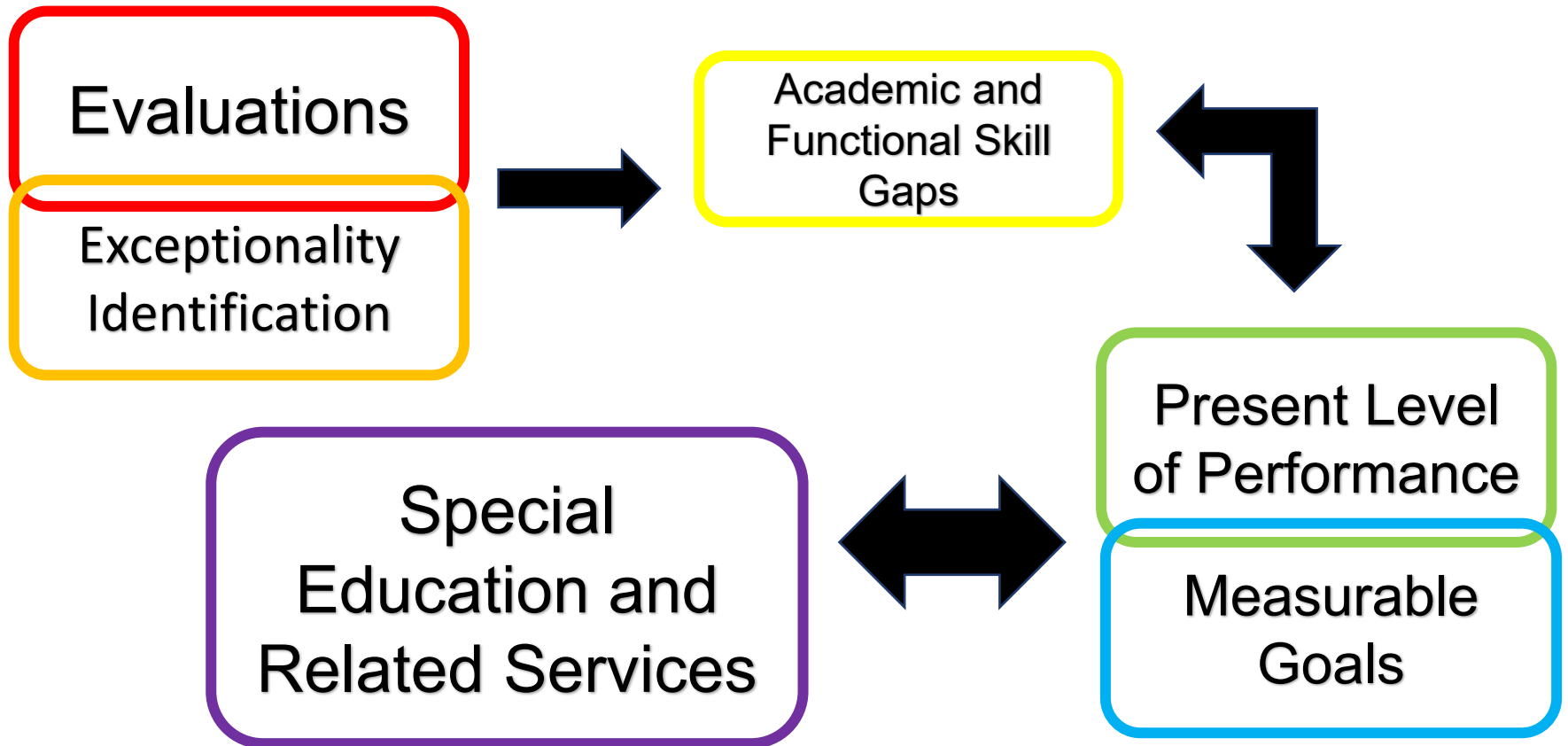
By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. **MLR.R.5.EA**



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.

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
Specialty Designed Instruction Reading	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025
Specialty Designed Instruction Writing	Special Education Teacher	General/Special Education	2.5 hrs/week	10/15/2024-10/14/2025
Specialty Designed Instruction Math	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025

Compliance Self-Check

[2025-2026 Self Assessment Form](#)



Model Self Assessment EMT 25-26

This form is for practice only. Responses will not be saved.

When you submit this form, it will not automatically collect your details like name and email address unless you provide yourself.

* Required

Student First Name *

Student Last Name *



Compliance Self-Check

Academic Goals

SBG3 - Section 5A *

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

34 CFR 300.320(a)(3)(i)

After reviewing all of the academic goals:

Yes

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

No

- One or more academic goals are not measurable
 - no measurement data
 - uses specific curriculum, standard scores, percentile data

NA

- No distinctly measurable and persistent academic gaps (skill deficits) identified.

☐ Yes

☐ No

☐ NA



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

Ben is currently scoring 190 in numbers and operations in IXL

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

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

By April 2025, Given Direct Instruction in Math, Ben will score 450 or greater in Numbers and Operations as measured by IXL Diagnostic Action Plan.

Objective(s) required? ☐ Yes ☒ No

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

Pro

Compliance Self-Check

SBG3 - Section 5A *

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

34 CFR 300.320(a)(3)(i)

After reviewing all of the academic goals:

Yes

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

No

- One or more academic goals are not measurable
 - no measurement data
 - uses specific curriculum, standard scores, percentile data

NA

- No distinctly measurable and persistent academic gaps (skill deficits) identified.

☐ Yes

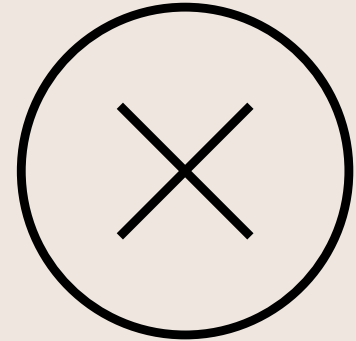
☒ No

☐ NA

SBG3

Why is this non-compliant?

Specific Curriculum used (IXL) as measurement.



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

Ben is currently scoring 190 in numbers and operations in IXL

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

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

By April 2025, Given Direct Instruction in Math, Ben will score 450 or greater in Numbers and Operations as measured by IXL Diagnostic Action Plan.

Objective(s) required? ☐ Yes ☒ No

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

Pro

Compliance Self-Check

Academic Goals

SBG3 - Section 5A *

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

34 CFR 300.320(a)(3)(i)

After reviewing all of the academic goals:

Yes

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

No

- One or more academic goals are not measurable
 - no measurement data
 - uses specific curriculum, standard scores, percentile data

NA

- No distinctly measurable and persistent academic gaps (skill deficits) identified.

☒ Yes

☐ No

☐ NA



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

Ben is currently able to divide multi-digit numbers with 10% accuracy.

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

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

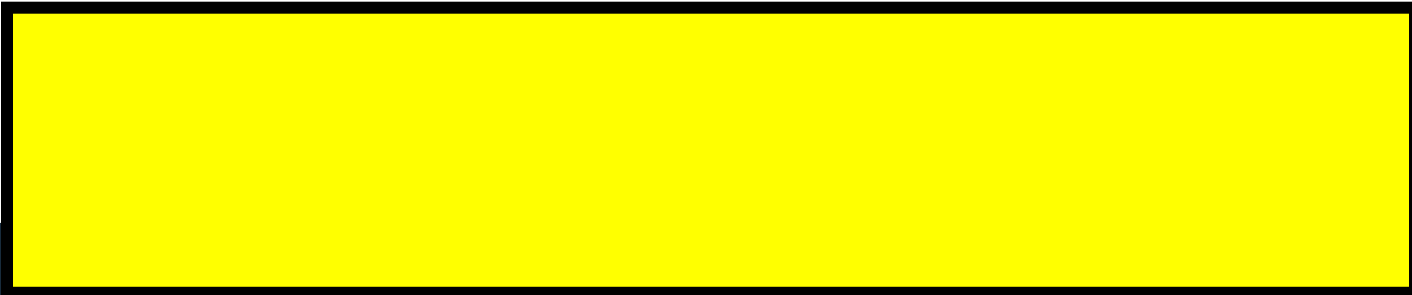
By April 2026, Given Direct Instruction in Math, Ben will divide multi-digit numbers using the standard algorithm with 80% accuracy across 6 consecutive work samples, as measured by work samples and teacher observation (QR.EA.4)

Objective(s) required? ☐ Yes ☒ No

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

Let's take a 5-minute Break

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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**

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



Section 5: Functional/Developmental Performance – Goals

Best Practice:

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

FUNCTIONAL performance refers to how the child is managing daily activities in cognitive, communication, 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.

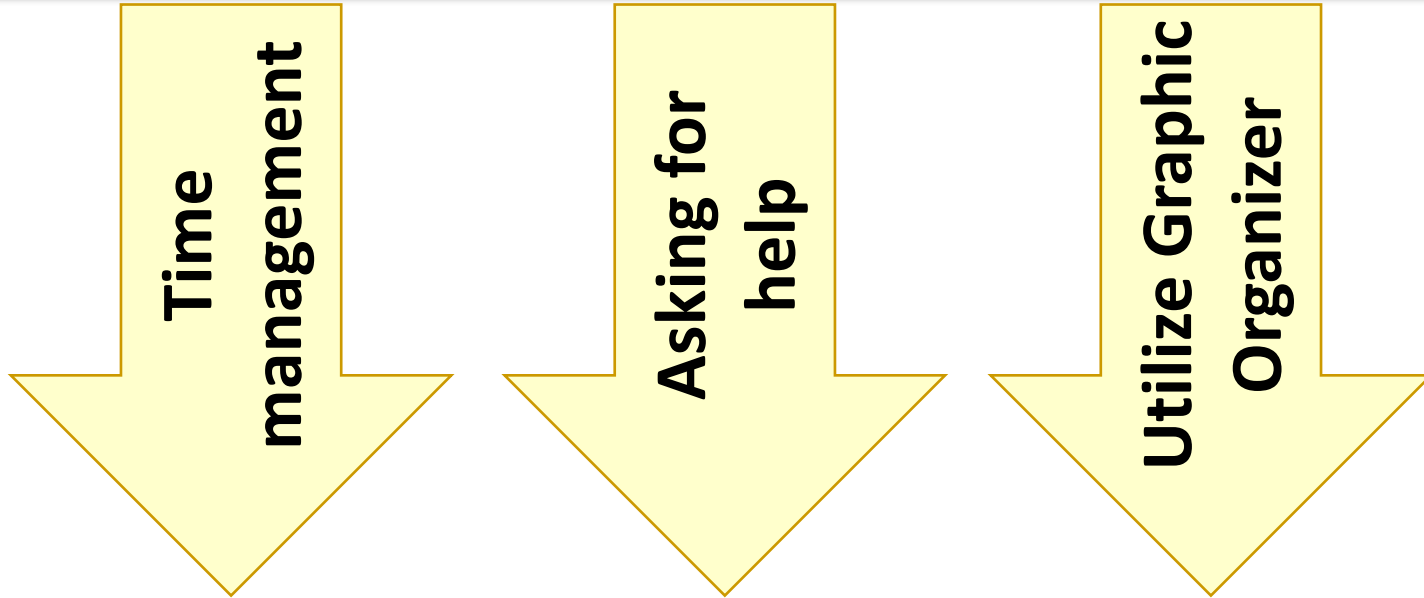
By 10/2025, given occupational therapy, Jack will complete writing tasks with no letter reversals and correct placement of letters on the line in 4 out of 5 opportunities as measured by work samples and teacher collected data.

Objective(s) required? ☐ Yes ☒ No

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

Measurable 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



Don't Forget...

Reminder

Best Practice:

Focus each goal on one specific skill deficit

**Measure the goal using skill specific
measurements/assessments, data collection,
work samples**


Remember

Don't Forget!

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.

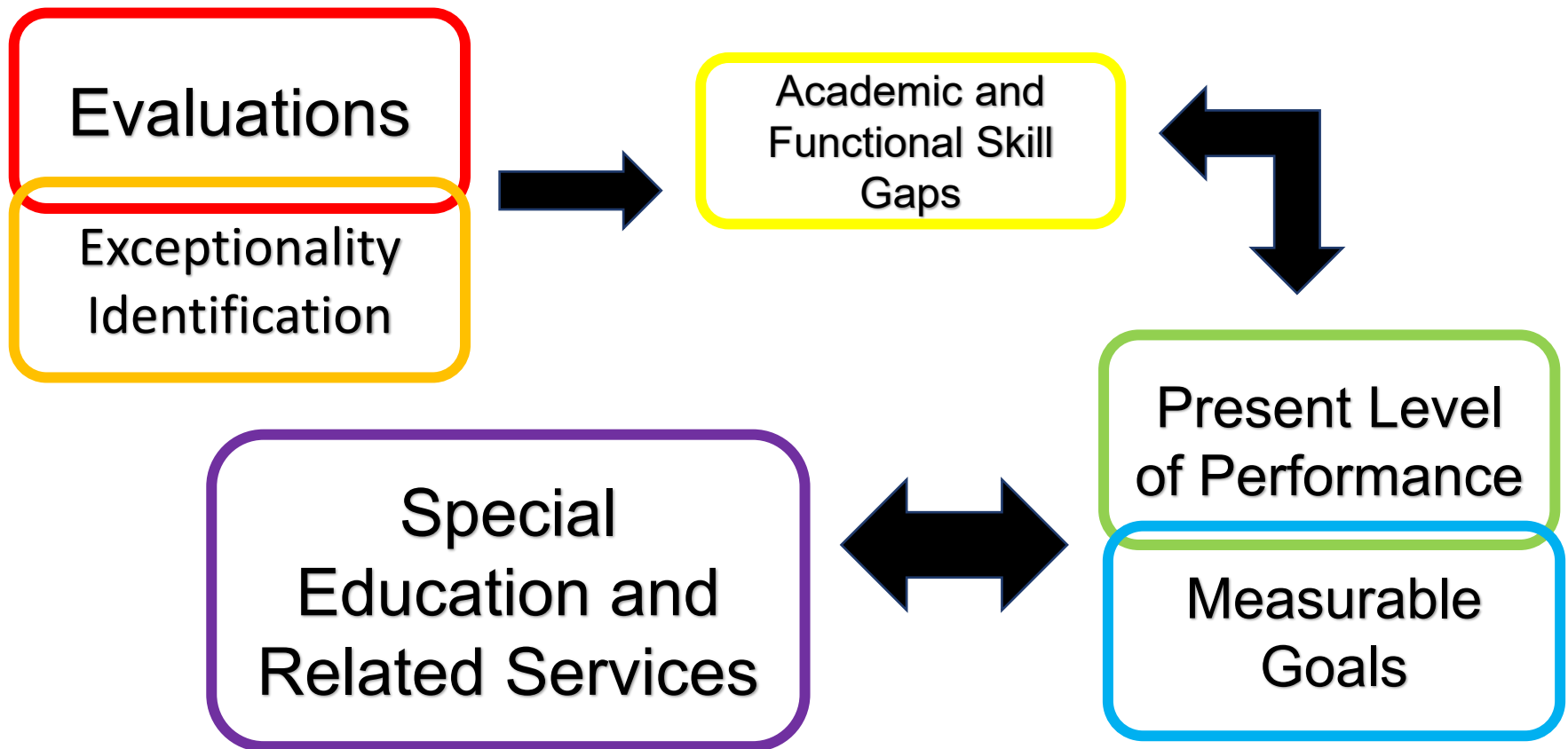
Objective(s) required? ☐ Yes ☒ No

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	Speech/Language Pathologist	Special Education	120 min/month	10/15/2024- 10/14/2025
Occupational Therapy	Occupational Therapist	Special Education	120 min/month	10/15/2024- 10/14/2025

Chat Box Check-In



Compliance Self-Check

[2025-2026 Self Assessment Form](#)



Model Self Assessment EMT 25-26

This form is for practice only. Responses will not be saved.

When you submit this form, it will not automatically collect your details like name and email address unless you provide yourself.

* Required

Student First Name *

Student Last Name *



Compliance Self-Check

FDP5 - Section 5B *

IEP Functional/developmental goals are measurable

34 CFR 300.320(a)(3)(i)

After reviewing all of the goals for this service provider:

Yes

- All of this service provider's functional/developmental goals include measurement data

No

- One or more of this service provider's functional/developmental goals are not measurable
 - no measurement data
 - uses specific curriculum, standard scores, or percentile data

NA

- No distinctly measurable and persistent functional/developmental gaps (skill deficits) identified.



☐ Yes

☐ No

☐ NA

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)

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.

Progress:

Compliance Self-Check

FDP5 - Section 5B *

IEP Functional/developmental goals are measurable

34 CFR 300.320(a)(3)(i)

After reviewing all of the goals for this service provider:

Yes

- All of this service provider's functional/developmental goals include measurement data

No

- One or more of this service provider's functional/developmental goals are not measurable
 - no measurement data
 - uses specific curriculum, standard scores, or percentile data

NA

- No distinctly measurable and persistent functional/developmental gaps (skill deficits) identified.

☐ Yes

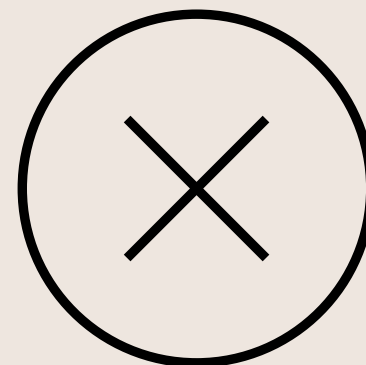
☒ No

☐ NA

FDP5

Why is this non-compliant?

Goal has no measurement data



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.

Compliance Self-Check

FDP5 - Section 5B *

IEP Functional/developmental goals are measurable

34 CFR 300.320(a)(3)(i)

After reviewing all of the goals for this service provider:

Yes

- All of this service provider's functional/developmental goals include measurement data

No

- One or more of this service provider's functional/developmental goals are not measurable
 - no measurement data
 - uses specific curriculum, standard scores, or percentile data

NA

- No distinctly measurable and persistent functional/developmental gaps (skill deficits) identified.



Yes



No



NA

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.



Links to our recorded trainings that will provide you more detail around the previous topics

Measurable Goals

Slides

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

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	Special Education and Regular Education	As Needed	10/15/2024- 10/14/2025
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			

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
Sensory tool kit Help card Break card Squishy First/Then board	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	9/18/23- 9/17/24
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
ILAP: Individual Language Acquisition Plan	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	9/18/23- 9/17/24
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
Extra Time Quality over quantity with product Frequent sensory breaks	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	9/18/23- 9/17/24
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
Read Aloud/Human Reader for directions, questions/items, and response items, NWEA reading	<input type="checkbox"/> Classroom Instruction	Special Education	During NWEA Reading Window	9/18/23- 9/17/24
	<input type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			

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

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

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

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

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
Educational Technician/BHP support in core content	<input checked="" type="checkbox"/> Classroom Instruction	General and Special Education Setting	As Needed	11/14/2022-11/13/2023
	<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			
Regular Education Teacher/Occupational Therapist Collaboration	<input checked="" type="checkbox"/> Other	General Education Setting	As Needed	11/14/2022-11/13/2023

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

Ensure that all fields are considered and complete.

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:

← Should not be blank

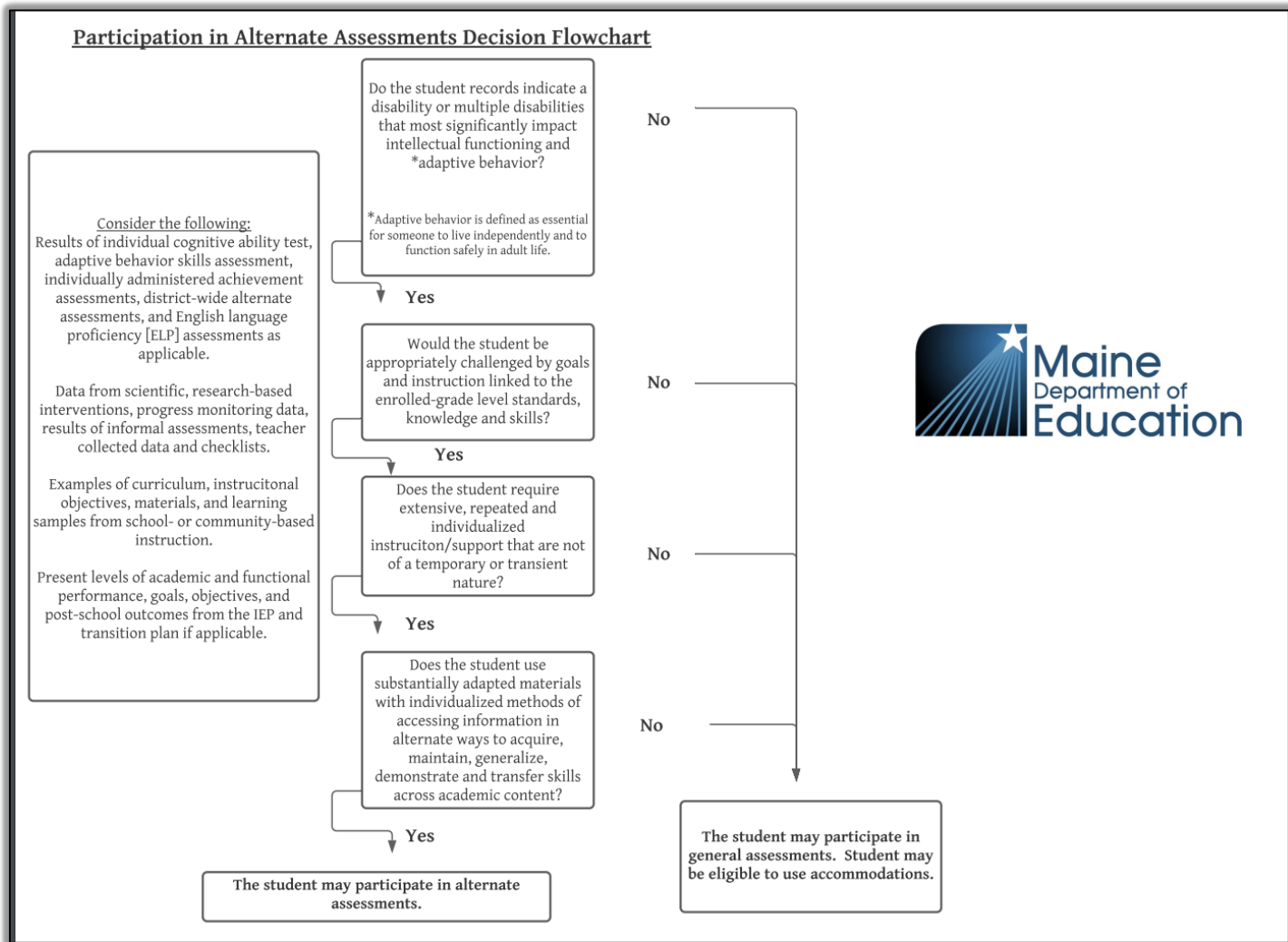
☐ No, the child will be participating in regular education state and district-wide assessments.

☐ Not applicable.

If the child requires the alternate assessment:

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

Section: 6B Alternate Assessment



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

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](#)

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

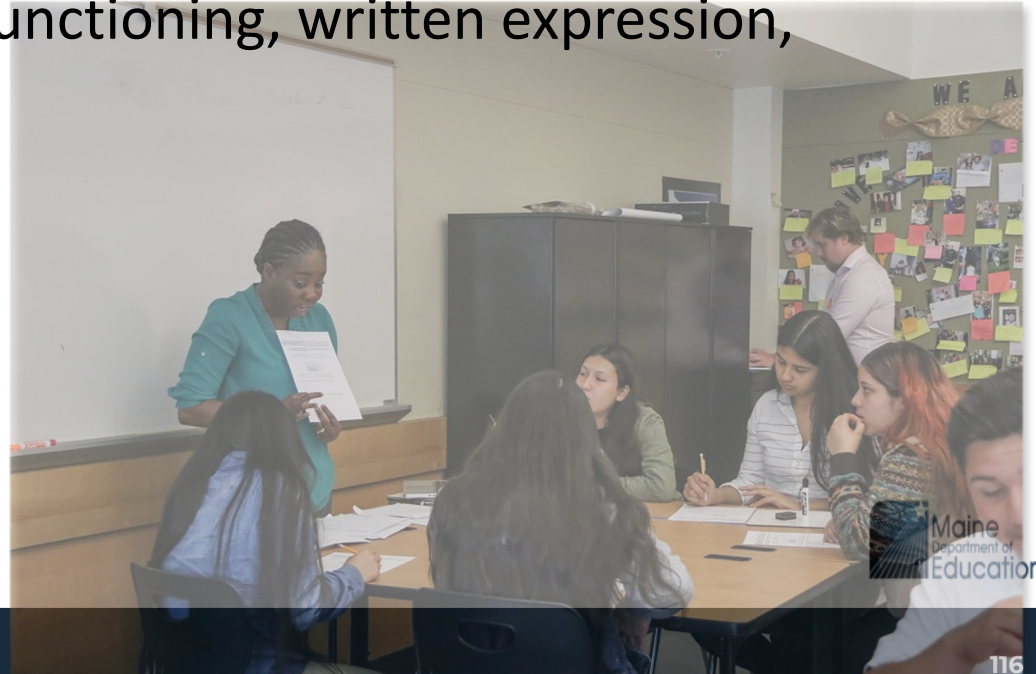
7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

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.

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.).



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

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

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

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 Consult	Occupational Therapist	Special Education	30 min monthly	10/15/2023- 10/14/2024

= Goal

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

Section 6

Regular Education Teacher/Occupational Therapist Collaboration	<input checked="" type="checkbox"/> Other	General Education Setting	As Needed	11/14/2022- 11/13/2023
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≠ 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 Self-Regulation Skills	Special Education Teacher	Special Education	30 minutes per day	10/15/2023- 10/14/2024
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Occupational Therapy Consultation	Occupational Therapist	Special Education/General Education	15 minutes per month	10/15/2023- 10/14/2024

Chat Box Check In



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

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:	

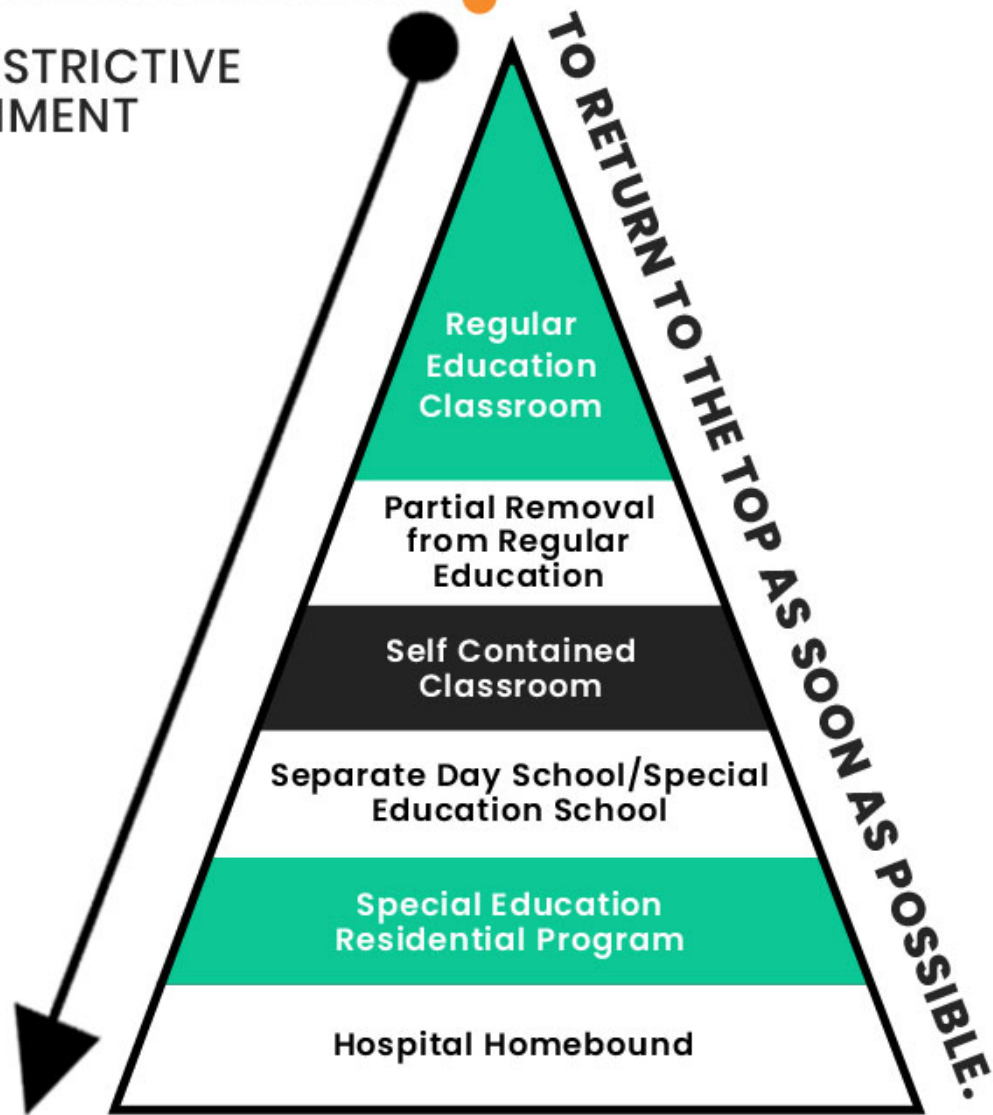
FOR K-12 ONLY

What percentage of time is this child with non-disabled children? %	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)):
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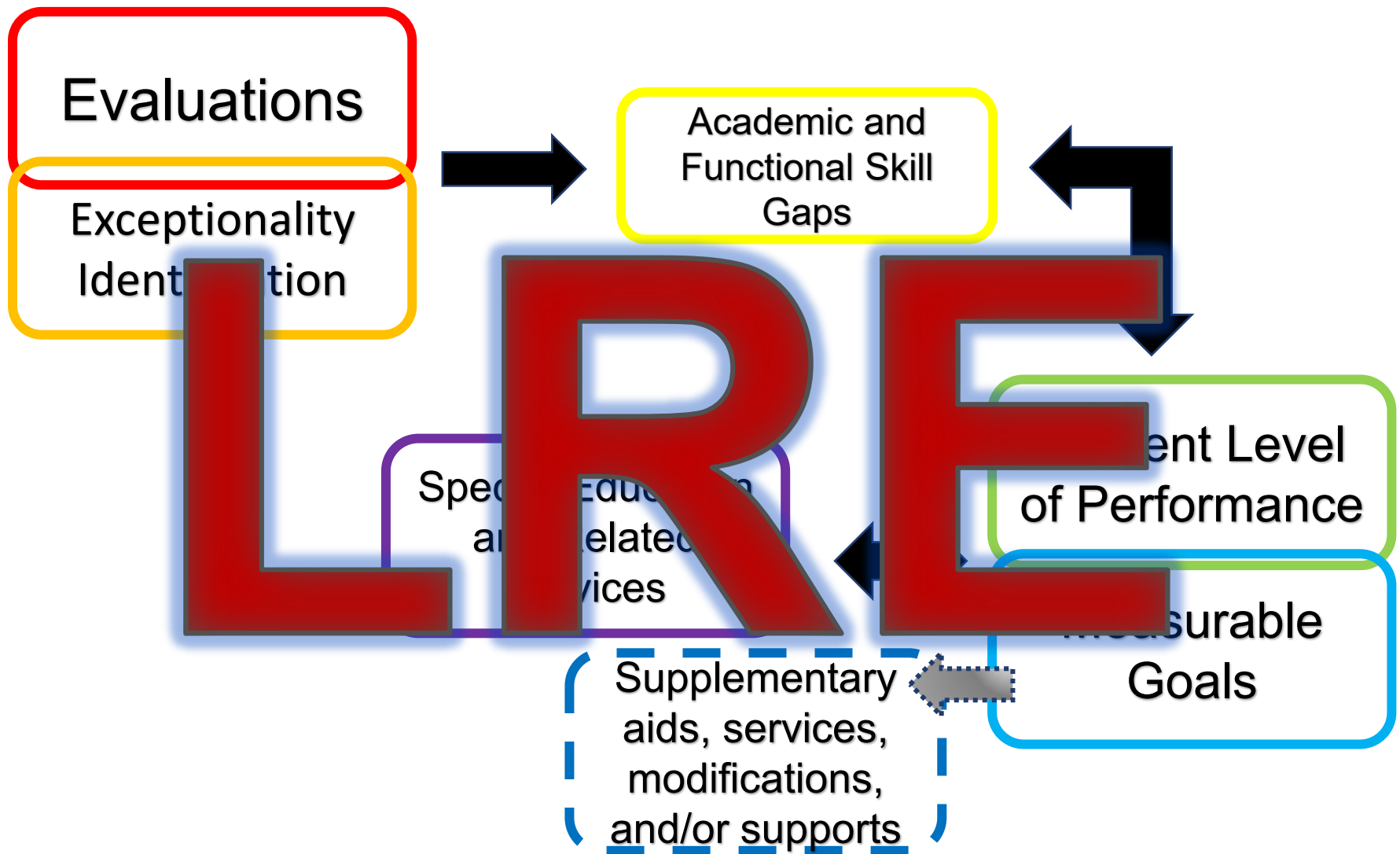
Section 8: Least Restrictive Environment

“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.

Compliance Self-Check

[2025-2026 Self Assessment Form](#)



Model Self Assessment EMT 25-26

This form is for practice only. Responses will not be saved.

When you submit this form, it will not automatically collect your details like name and email address unless you provide yourself.

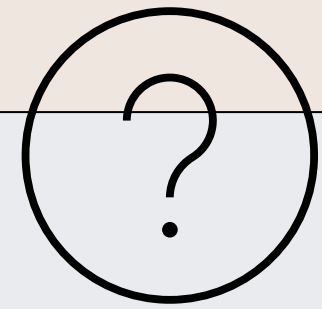
* Required

Student First Name *

Student Last Name *



Compliance Self-Check



SVC2 - Section 7 *

A statement of the special education and related services

34 CFR 300.320(a)(4), (a)(6), (a)(7)

Yes

- Special education services (specially designed instruction, consultation or speech (if speech is primary area of disability) and specific related services e.g., speech, OT, PT, counseling, BCBA, etc. is/are identified on the IEP
- Responsible position is certified staff (no ed tech or assistants)
- Location, frequency and duration are included in the service grid

No

- Responsible position is not certified staff
- Blank boxes

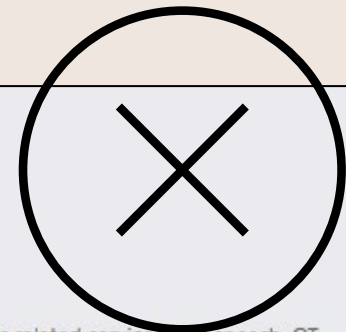
☐ Yes

☐ No

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

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

Compliance Self-Check



SVC2 - Section 7 *

A statement of the special education and related services

34 CFR 300.320(a)(4), (a)(6), (a)(7)

Yes

- Special education services (specially designed instruction, consultation or speech (if speech is primary area of disability) and specific related services e.g., speech, OT, PT, counseling, BCBA, etc. is/are identified on the IEP
- Responsible position is certified staff (no ed tech or assistants)
- Location, frequency and duration are included in the service grid

No

- Responsible position is not certified staff
- Blank boxes

☐ Yes

☒ No

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

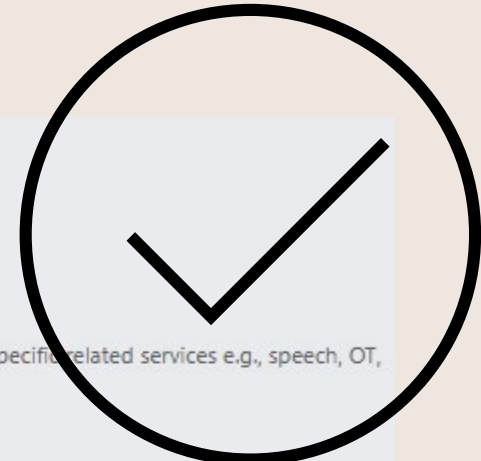
Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Reading	Educational Technician		30 minutes per week	10/15/2024- 10/14/2025
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	Educational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

SVC2

Why is this non-compliant?

Location is blank. Ed Tech can't be the person responsible. ESY dates are for the whole year.

Compliance Self-Check



SVC2 - Section 7 *

A statement of the special education and related services

34 CFR 300.320(a)(4), (a)(6), (a)(7)

Yes

- Special education services (specially designed instruction, consultation or speech (if speech is primary area of disability) and specific related services e.g., speech, OT, PT, counseling, BCBA, etc. is/are identified on the IEP
- Responsible position is certified staff (no ed tech or assistants)
- Location, frequency and duration are included in the service grid

No

- Responsible position is not certified staff
- Blank boxes



Yes



No

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

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

Just One More



Compliance Self-Check



LRE1 - Section 8 *

An explanation of why, relative to the nature or severity of the disability, education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 CFR 300.114(a)(2))

Yes

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

No

- The statement does not address how the nature and severity of the disability in relation to child's ability to be with peers or is a restatement of accommodations and/or services

☐ Yes

☐ No

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	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)):
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?

33%

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

Jack 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

Compliance Self-Check

LRE1 - Section 8 *

An explanation of why, relative to the nature or severity of the disability, education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 CFR 300.114(a)(2))

Yes

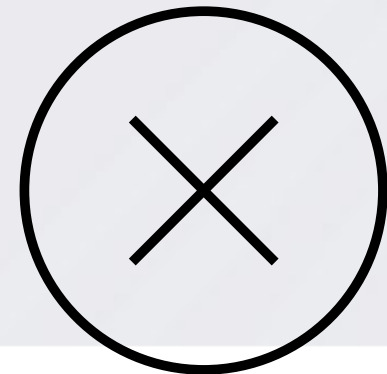
- The LRE statement explains how the nature and severity of the disability affects the child's ability to be with same-age peers

No

- The statement does not address how the nature and severity of the disability in relation to child's ability to be with peers or is a restatement of accommodations and/or services

☐ Yes

☒ No



LRE1

Why is this non-compliant?

Does not address nature and severity. Restatement of services.

<input type="checkbox"/>		academic activities (MUSER IX.3.A.(1)(e)):
FOR K-12 ONLY		
What percentage of time is this child with non-disabled children? 33%	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): Jack 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	

Compliance Self-Check

LRE1 - Section 8 *

An explanation of why, relative to the nature or severity of the disability, education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 CFR 300.114(a)(2))

Yes

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

No

- The statement does not address how the nature and severity of the disability in relation to child's ability to be with peers or is a restatement of accommodations and/or services

☒ Yes

☐ No



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?

54%

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

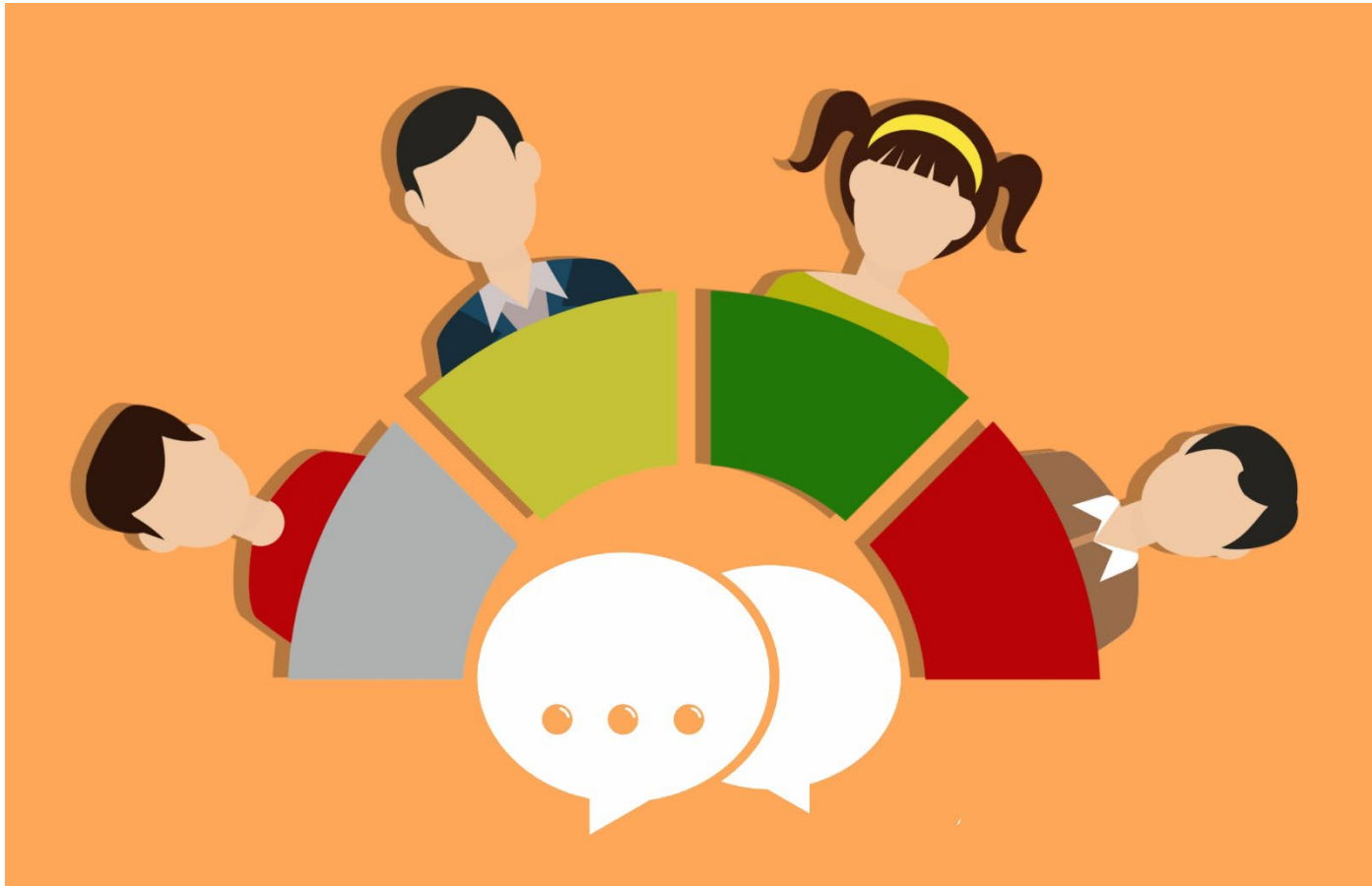
Jack's Other Health Impairment due to ADHD is to such a degree that he requires small group instruction in the special education setting.



Links to our recorded trainings that will provide you more detail around the previous topics

Accommodations and Services Slides

Chat Box Check In



Abbreviated Day

Abbreviated school day means any day that a child eligible under this chapter attends school or receives educational services for less time than age/grade peers without disabilities within the same school and/or school program. (MUSER VI.2.L)

Abbreviated School Day does not apply to change in placement under Section XVII, Discipline of Children with Disabilities
(MUSER VI.2.L)

Abbreviated Day **Slides**

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- Put in chat,
- something that you got clarification around and/or
 - questions answered from today's training related to the IEP?

THINK
ABOUT
THINGS
DIFFERENTLY

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>



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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 'Yes' and 'No' radio button options. A 'Next' button is visible at the bottom.



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