



MAINE DEPARTMENT
OF EDUCATION

IEP Section 4: Gaps and How Statement



Presented by: The OSSIE Supervision, Monitoring and Support Team



Our Agenda

- 1. Team Introductions**
- 2. Skill gaps**
- 3. How statement**
- 4. Alignment**
- 5. Resources**

Supervision, Monitoring and Support Team



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Distinctly
measurable and
persistent gaps in
academic and
functional
performance



Academic

ACADEMIC PERFORMANCE refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in the following areas:

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



Functional

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in the following areas:

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



Section 4C – Compliance & Best Practice

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

APG2- Compliance:

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

APG4- Compliance:

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

APG6- Compliance:

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

Section 4D & Section 4E – Compliance & Best Practice

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

FDP2- Compliance:

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

FDP7- Compliance:

- 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**

Skill Deficits/Gaps –

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

Skill Deficits/Gaps –

<u>Broad Functional Areas</u>	<u>Specific Areas</u>
Cognitive	Problem Solving, Self Awareness, Peer Interactions, Self Initiation or similar
Communicative	Receptive/Expressive Language, Pragmatic Language, Articulation or similar
Motor	Fine/Gross Motor, 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

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

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

Mathematics Composite 65

Broad



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?

- **3-digit addition**

Specific

Skill Deficits/Gaps –



- Be specific
- Do not include or reference:
 - Broad Academic Areas
 - Evaluation Results
 - Standard Scores

Distinctly measurable and persistent gaps in academic and functional performance

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?

- **Decoding**
- **Reading fluency**
- **2-digit multiplication**

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?

- **Follow checklist for multi-step tasks**
- **Write homework assignments in agenda**

Distinctly measurable and persistent gaps in academic and functional performance

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?

- **Matching**
- **Number identification**
- **Letter identification**

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?

- **Hand washing**
- **Follow classroom schedule**



How do the gaps affect the child's involvement and progress in the general education curriculum?

**Distinctly
Measurable and
Persistent Gaps**



How Statement

<u>Skill Gap</u>	<u>How Statement</u>
(Reading) Jimmy's reading fluency deficits	impact his ability to access grade level reading material in all content areas.
(Writing) Sarah's spelling deficits	impact her ability to produce grade-level writing that accurately reflects her knowledge.
(Listening) Michael's listening comprehension deficits	impact his ability to benefit from content area lectures and discussions.
(Speaking) Beth's inability to retell stories in a sequential manner	impacts her ability to express her thoughts in class discussions.
(Mathematical Problem Solving) Tom's deficits in addition/subtraction	impact his ability to accurately perform more complex, grade-level math computations.

**Distinctly
Measurable and
Persistent Gaps**



How Statement

<u>Skill Gap</u>	<u>How Statement</u>
(Cognitive) Mary's deficits in problem solving	impact her ability to complete assignments independently.
(Communicative) Sarah's expressive language deficits	impact her ability to demonstrate understanding in all content areas.
(Motor) Michael's fine motor deficits	impact his ability to effectively take notes and complete assignments on time.
(Adaptive) Beth's deficit in hand washing	impacts her ability to maintain health and school attendance.
(Social/Emotional) Tom's self regulation deficits	impact his ability to effectively communicate his needs before disrupting class.

How do the gaps affect the child's involvement and progress in the general education curriculum?

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?

- **Decoding**
- **Reading fluency**

These reading gaps affect Amber's access to grade level reading materials in all content areas.

- **2-digit multiplication**

This math gap affects Amber's ability to accurately complete higher level math assignments.

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?

- **Follow checklist for multi-step tasks**
- **Write homework assignments in agenda**

These gaps cause Amber to miss some assignments and turn others in late or incomplete across classes.

How do the gaps affect the child's involvement and progress in the general education curriculum?

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?

- **Matching**
- **Number identification**
- **Letter identification**

These gaps in foundational reading and math skills will impact Cody's ability to learn to read and perform basic math calculations.

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?

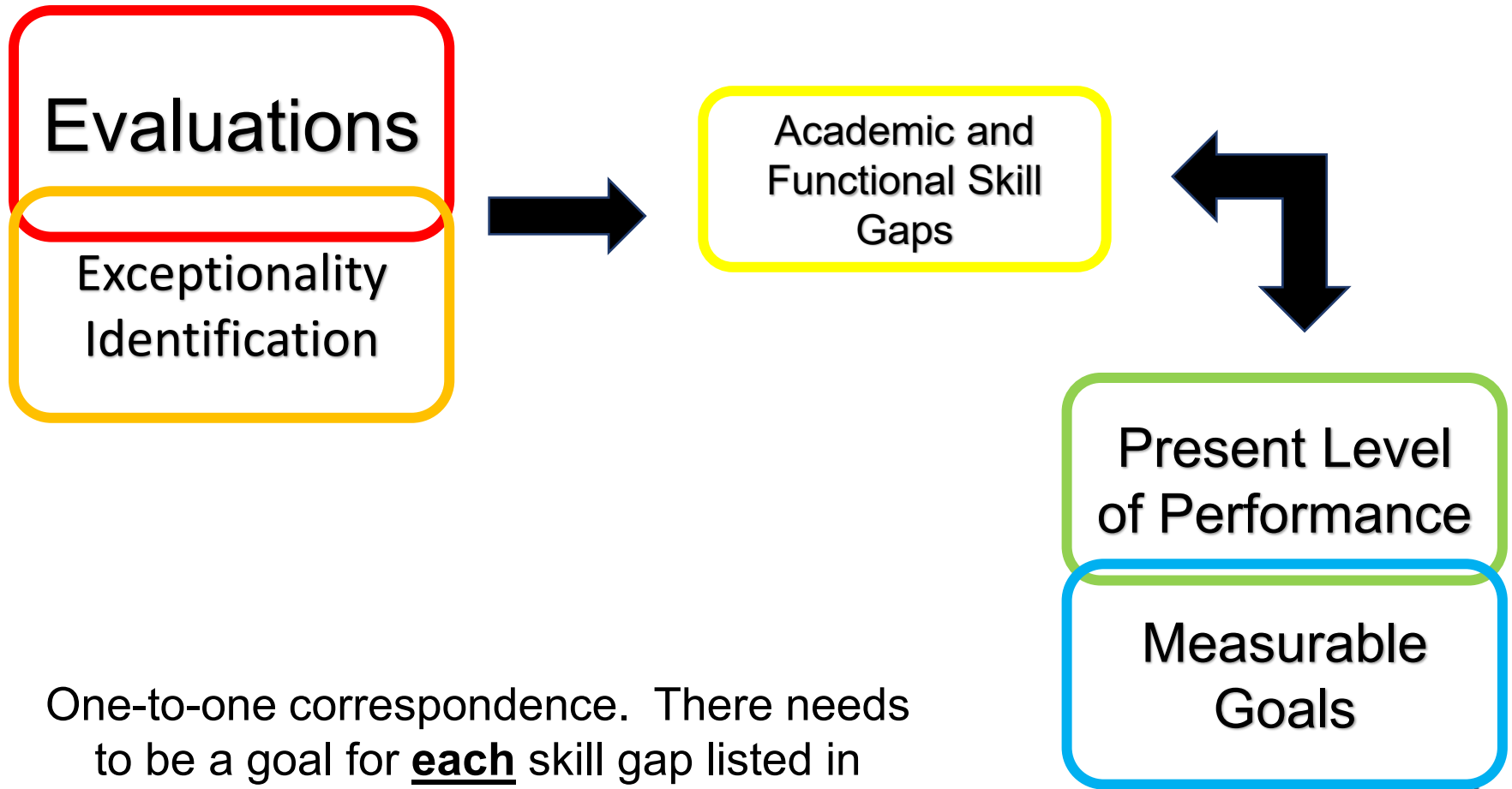
- **Hand washing**

This gap affects Cody's ability to independently use the bathroom, prepare for snacks/meals, and clean up after messy play.

- **Follow classroom schedule**

This gap affects Cody's ability to independently transition between activities with his peers.

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.

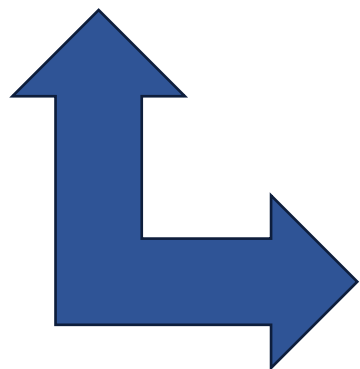
C. Based on evaluative information in **4A**, what and **how** do they affect the child's involvement

- **Decoding**
- **Reading fluency**

These reading gaps affect Amber's content areas.

- **2-digit multiplication**

This math gap affects Amber's assignments.



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

Amber decodes words with consonant blends and digraphs 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 December 10, 2026, given specially designed instruction, Amber will decode words with consonant blends and digraphs with 70% accuracy as measured by weekly data collection.

[don't forget the citation]

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

Amber reads 75 words correct per minute using a 5th grade passage.

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

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

By December 10, 2026, given specially designed instruction, Amber will read 90 words correct per minute using a 5th grade passage as measured by weekly data collection.

[don't forget the citation]

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

Amber can multiply a 2-digit number by a 1-digit number with 90% accuracy. She multiplies a 2-digit number by a 2-digit number with 0% accuracy.

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

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

By December 10, 2026, given specially designed instruction, Amber will multiply a 2-digit number by a 2-digit number with 75% accuracy as measured by weekly data collection.

[don't forget the citation]

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

Academic

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?

- **Print concepts**
- **Matching**

These gaps affect Jack's ability to participate in group activities, projects, and story time.



ACADEMIC PERFORMANCE (Part B, ages 3 - 20) refers to a child's ability to perform age appropriate (and peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking, and mathematics* in the general education environment.

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

When reading a board book with an adult, Jack turns the page of a board book when his hand is placed under the page and he is given the direction "turn the page" in 1 out of 5 opportunities.

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

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

By June 2026, given Specially Designed Instruction, Jack will turn the page of a board book when his hand is placed under the page and he is given the direction "turn the page" in 3 out of 5 opportunities as measured by daily data collection.

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

Jack matches a 4x4 inch picture in a field of two with 13% accuracy.

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

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

By June 2026, given Specially Designed Instruction, Jack will match a 4x4 inch picture in a field of two with 25% accuracy over 3 consecutive presentations as measured by daily data collection.

Measurable Goal for each distinctly measurable and persistent skill gap.

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?

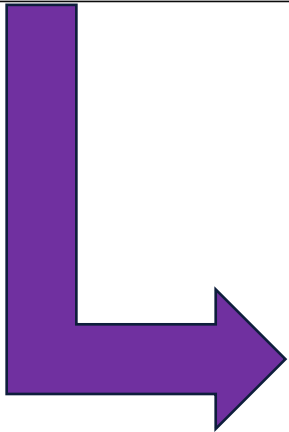
- **Self-Initiation**

Gracie's deficit with self-initiation keeps her from starting and completing independent work tasks within the general education curriculum.

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?

- **Organization**

Gracie's deficit with organization keeps her from gathering needed materials to complete independent work tasks expected within the general education curriculum.



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

Gracie initiates work tasks within 10 minutes with 2 adult prompts in 70% of opportunities.

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

Progress:

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

By 12/2/2023, given specially designed instruction and a visual timer, Gracie will initiate independent work tasks within 5 minutes with 2 adult prompts in 80% of opportunities as measured by data collection, teacher reports, and grades on completed work.

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

Gracie seeks tools required for a task (i.e. pencil, crayons, scissors), by independently retrieving or asking for the tool, in 25% of opportunities.

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

Progress:

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

By 12/2/2023, given specially designed instruction and a visual checklist of tools (i.e. pencil, crayons, scissors), Gracie will independently retrieve the tools needed, in 70% of opportunities as measured by data collection and teacher reports.

Objective(s) required? Yes No

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

Common missteps



- 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?

Elliot's gaps in reading affect his involvement and progress in the general education curriculum.

Elliot decodes words with consonant blends and digraphs 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 December 10, 2026, given specially designed instruction, Elliot will decode words with consonant blends and digraphs with 70% accuracy as measured by weekly data collection.

[don't forget the citation]

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

Elliot reads 75 words correct per minute using a 5th grade passage.

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

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

By December 10, 2026, given specially designed instruction, Elliot will read 90 words correct per minute using a 5th grade passage as measured by weekly data collection.

[don't forget the citation]

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

Elliot can identify the main idea and one supporting detail after reading a 5th grade passage 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 December 10, 2026, given specially designed instruction, Elliot will identify the main idea and one supporting detail after reading a 5th grade passage with 65% accuracy as measured by weekly data collection.

[don't forget the citation]

- 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?

Elliot's gap in reading affects his decoding, fluency, and comprehension in the general education curriculum.

Elliot decodes words with consonant blends and digraphs 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 December 10, 2026, given specially designed instruction, Elliot will decode words with consonant blends and digraphs with 70% accuracy as measured by weekly data collection.

[don't forget the citation]

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

Elliot reads 75 words correct per minute using a 5th grade passage.

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

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

By December 10, 2026, given specially designed instruction, Elliot will read 90 words correct per minute using a 5th grade passage as measured by weekly data collection.

[don't forget the citation]

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

Elliot can identify the main idea and one supporting detail after reading a 5th grade passage 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 December 10, 2026, given specially designed instruction, Elliot will identify the main idea and one supporting detail after reading a 5th grade passage with 65% accuracy as measured by weekly data collection.

[don't forget the citation]

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?

Elliot's gaps in decoding, fluency, and comprehension impact his ability to access grade level texts in all content areas.



Better

Elliot decodes words with consonant blends and digraphs 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 December 10, 2026, given specially designed instruction, Elliot will decode words with consonant blends and digraphs with 70% accuracy as measured by weekly data collection.
[don't forget the citation]**

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

Elliot reads 75 words correct per minute using a 5th grade passage.

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

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

**By December 10, 2026, given specially designed instruction, Elliot will read 90 words correct per minute using a 5th grade passage as measured by weekly data collection.
[don't forget the citation]**

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

Elliot can identify the main idea and one supporting detail after reading a 5th grade passage 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 December 10, 2026, given specially designed instruction, Elliot will identify the main idea and one supporting detail after reading a 5th grade passage with 65% accuracy as measured by weekly data collection.
[don't forget the citation]**

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 special education directors and educators.*

[Professional Learning](#) - *Recorded professional learning from the Office of Special Services and Inclusive Education (OSSIE).*

[Monitoring Process](#) - *Information and documents for those in the current monitoring cohort or those who want to prepare ahead.*

[Resources](#) - *General monitoring and support information, Quick Reference Checklists, Information Sheets, and more.*

[Federal Requirements](#) - *Learn about the data reported to the [Office of Special Education Programs \(OSEP\)](#) and how it relates to your file review.*



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

Information Sheets Self-Assessment Form Quick Reference Documents



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



Information Sheets

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



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](#)



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](#)



Regional Programs Resources

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

Professional Learning Recordings

View more recordings

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Resources for Professional Learning

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

Show 10 entries

Search:

Title	Date	Category	Link	Link
Abbreviated Day	3/26/2025	IEP & Forms	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

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



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>

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 / Slides
Wednesday 9/24/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 1	Recording / Slides
Wednesday 10/8/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 2	Recording / Slides
Wednesday 10/15/25 9:00-11:00	IEP Training	Recording / Slides
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	Alternate Assessment Registration Link
Wednesday 1/28/26 3:00-4:00	ILAP and LAU Plan 101 Presented By: The Office of Teaching and Learning	ILAP and LAU Plan 101 Registration Link
Wednesday 2/11/26 3:00-4:00	McKenney Vento 101 Presented By: Signe Lynch	McKenney Vento 101 Registration Link
Wednesday 2/25/26 3:00-4:00	Data Collection	Data Collection Registration Link
Wednesday 3/11/26 3:00-4:00	Transition from CDS to Public School Guest Speaker: Lori Whittemore	Transition from CDS to Public School
Wednesday 3/25/26 3:00-4:00	Abbreviated Day	Abbreviated Day Registration Link
Wednesday 4/8/26 3:00-4:00	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	Special Education Law for General Education Teachers Registration Link
Wednesday 5/13/26 3:00-4:00	IEP Case Study	Case Study Registration Link
Wednesday 5/27/26 3:00-4:00	Discipline & Manifestation Determination	Discipline and Manifestation Determination Registration Link

Professional Learning Feedback and Contact Hour Form.

Use the link to complete the form
on your computer

OR

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



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

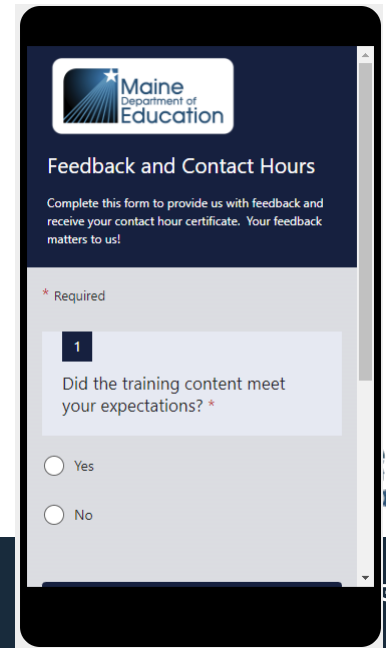
No

Next

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

 **YOUR
VOICE
MATTERS.**

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Maine Department of Education

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



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