



MAINE DEPARTMENT
OF EDUCATION

Office Hours:
Individual Language Acquisition Plans
& Lau Plan 101
1/28/2026

The OSSIE Supervision, Monitoring and Support Team

Presented by: Leora Byras and Jane Armstrong





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Meet Our Team

Supervision, Monitoring, and Support

Maine DOE Contact Information

Office of Teaching and Learning

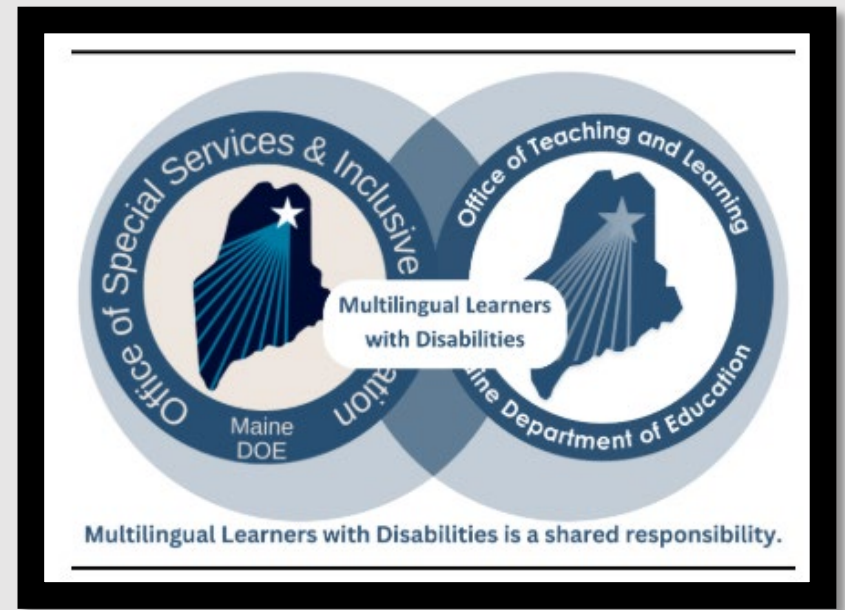
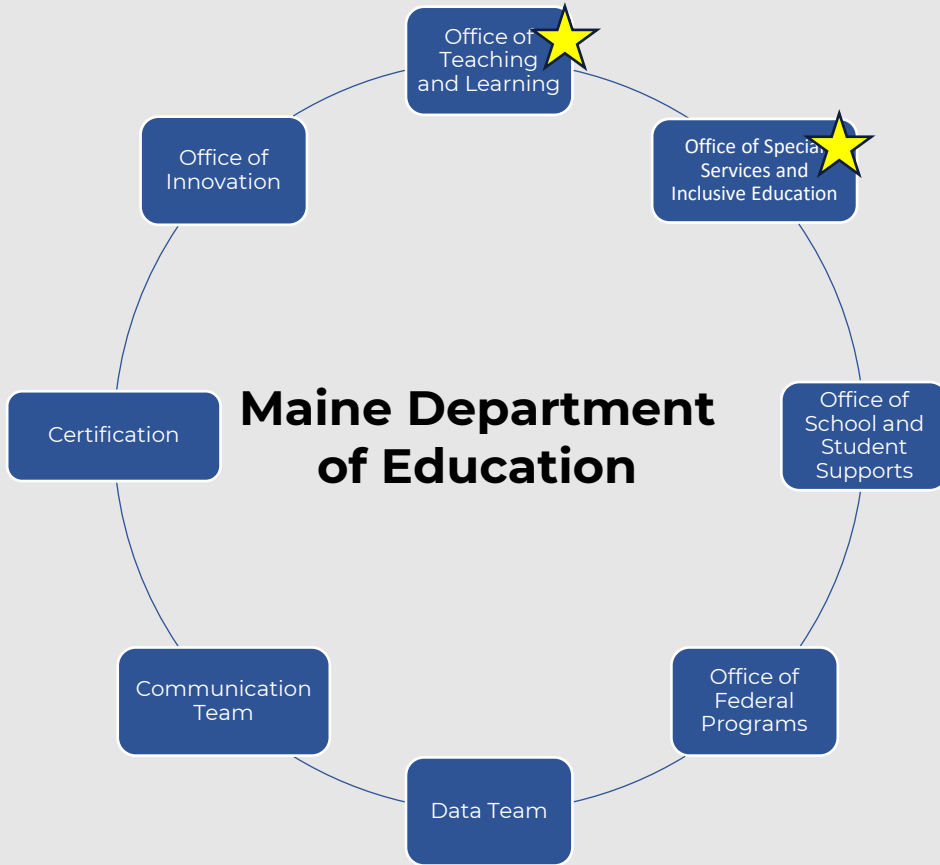
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COLLABORATION

Supporting Maine's multilingual population is a shared responsibility.



Today's Focus:

Lau Plan 101

What is an Individual Language Acquisition Plan and where is it documented in an IEP?

Why are these important supports for ML students who have a disability?



Terminology & Templates

Lau Plan: Named after the landmark [Lau v. Nichols U.S. Supreme Court Decision of 1974](#), a Lau Plan is an equal access plan that protects students who are multilingual learners (MLs). All Maine SAUs are required to have a board-approved Lau Plan. A well-developed Lau Plan serves as a clear and actionable guide, detailing how districts provide meaningful language support services that protect each student's right to equitable educational access

Individual Language Acquisition Plan (ILAP): All multilingual learners must have an individualized educational program to meet their English language acquisition and academic content learning needs. There is no prescribed program model that all LEAs must use; rather, LEAs must design an effective, evidence-based program relative to each student's current level of English proficiency, native language proficiency, educational background, disability status, and other factors.

Share, either in the chat or come off mic:

-How many of you currently serve ML students with disabilities?

-Are you familiar with an ILAP?

-Do know where your district's Lau Plan is located?

Lau Plan Framework

A Lau Plan, named after the landmark [Lau v. Nichols U.S. Supreme Court Decision of 1974](#), is an equal access plan that protects students who are multilingual learners (MLs).

All Maine School Administrative Units (SAUs) are required to have a board-approved Lau Plan.

Section 1: Legal Foundation for Providing Effective Educational Services to English Learners

Section 2: English Learner Identification

Section 3: Development of Individualized Language Acquisition Programs

Section 4: Meaningful and Equitable Access to Academic and Extracurricular Programs

Section 5: Equitable Personnel, Facilities, and Materials

Section 6: Annual English Language Proficiency Test Administration

Section 7: Exit and Monitoring Guidance

Section 8: Ongoing Program Evaluation

Section 9: Meaningful Communication with Parents/Guardians



All identified multilingual learners (MLs) in Maine public schools, as well as publicly funded multilingual learners in non-public schools, must be **administered WIDA's ACCESS** or **Alternate ACCESS** annually.



Section 1: Legal Foundation for Providing Effective Educational Services to Multilingual Learners

Federal Legislation

- Title VI of the Civil Rights Act of 1964
- Equal Education Opportunities Act of 1974
- Every Student Succeeds Act (2015):
 - Title I, Part A, Section 1111(b)(2)(G)
 - Title I, Part A, Section 1111(b)(1)(F)
 - Title I, Part A, Section 1116(f)
 - Title I, Part A, Section 1111(c)(4)(B)

Supreme Court Decisions

- Lau vs. Nichols (1974)
- Plyler vs. Doe (1981)
- Castañeda vs. Pickard (1981)

1. Civil Rights Act 1964

No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance

2. Plyler v. Doe

States cannot constitutionally deny students a free public education on account of their immigration status



Protected by the 14th Amendment

Schools cannot request birth certificates or Social Security cards for enrollment

KNOW YOUR
multilingual learners'
RIGHTS



3. Lau v. Nichols

District receiving federal funds must provide non-English-speaking students with instruction in the English language to ensure that they receive an equal education.

Protected by the Civil Rights Act of 1964

@miss-bilingual-bee

4. Castaneda v. Pickard

ESL Programs Must:

- (1) be based on educational theory
- (2) implemented effectively with sufficient resources and personnel
- (3) evaluated to determine whether they are effective in helping students overcome language barriers

Section 2: Multilingual Learner Identification

Legal Basis: Section 3111, Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1111(b)(2)(G)

Each school administrative unit (SAU) must administer **Maine's Language Use Survey** to the family/guardian of **every student**, pre-Kindergarten through grade 12, enrolling in the SAU for the first time.

Translated into Maine's top 29 languages.

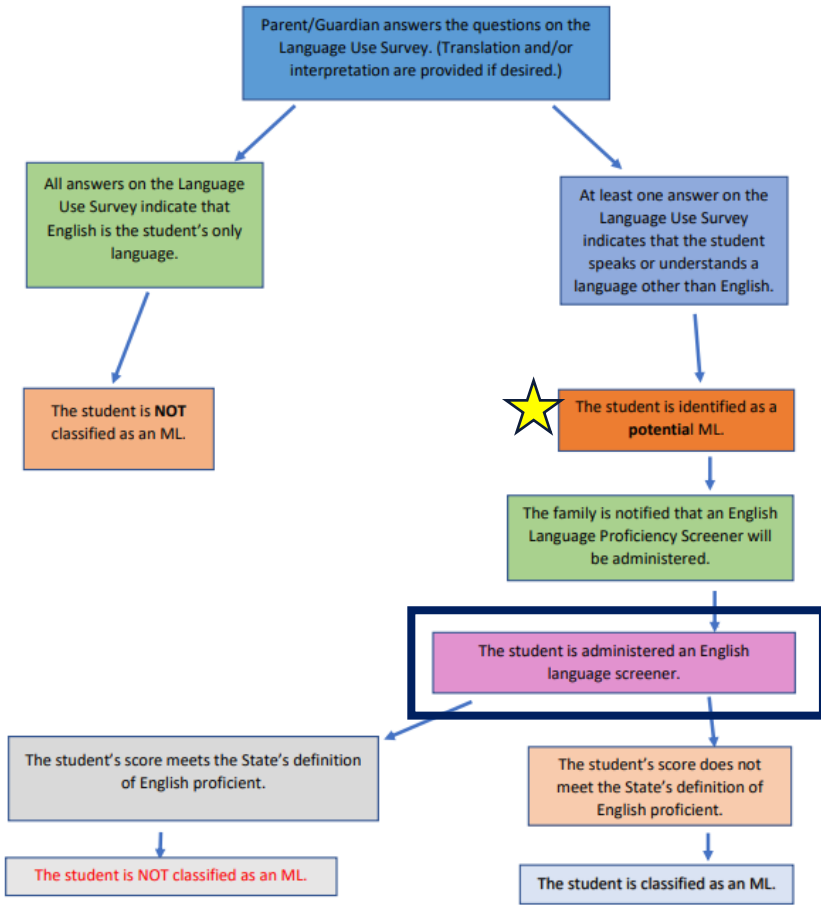
		LANGUAGE USE SURVEY	
Dear Parent/Guardian:			
Speaking more than one language is a valuable asset. We encourage families to maintain their native language(s) while learning English. Students who speak or understand another language may be eligible for support to improve their English and help meet Maine's academic standards. The following questions, required for all students from pre-kindergarten through grade 12, will help your school determine if your child may benefit from English language support services.			
If you would like this letter and the survey below to be provided in another language, or if you would like an interpreter, your school will fulfill those requests. You have a legal right to have any communication from the school in a verbal or written format in the language you can best understand.			
If a language other than English is indicated below, your child will complete an English language proficiency (ELP) screener. Depending on your child's performance, your child may be identified as an English Learner and eligible for English language support. Be assured, your responses will be used solely for educational purposes and kept in your child's school file, accessible only to school staff. School employees are not permitted to ask about your family's immigration status.			
Thank you for providing this information and best wishes for your child's academic success.			
Student's Name: _____		Date of Birth: _____	
School: _____		Anticipated Grade: _____	
Please do not leave any question unanswered.			
1. What language(s) did your child first speak or understand? _____			
2. What language(s) does your child most easily speak or understand? _____			
3. What language(s) do people use with your child daily? _____			
Parent/Guardian Signature: _____ Date: _____			

<small>School Use Only Post-Enrollment Identification: If English is the only language identified on the Language Use Survey (Questions 1-3 above), an ELP screener may be administered only if this section is completed by a teacher and then approved by the Multilingual Director/Coordinator or Language Access Committee. Describe evidence that the student's English language development has been influenced by their primary or home language other than English:</small>			
Signatures: Teacher _____		Date: _____	
Multilingual Director/Coordinator _____		Date: _____	



English Language Proficiency Screening

- All students, regardless of disability, must be screened, PreK-12
- WIDA Screeners and accompanying trainings are required, K-12
- PreK Screeners are determined at the local level
- WIDA's Accessibility & Accommodations Manual provides screener checklists for accommodations & guidance, including students who are D/HH and B/VI.



Section 3: Development of Individual Language Acquisition Programs

What is an ILAP?

- Required for all multilingual learners
- Each student's personalized action plan for language development
- Created by the student's team of educators and parents/guardians
- Updated annually, at least
- Shared each year with individual students, parents/guardians, and staff directly working with the student



MDOE Identifying & Serving Multilingual Learners with Disabilities Policy & Resource Guide




Comparison of the components of the ILAP and IEP

Learning Plans for Multilingual Learners with Disabilities

Learning Plan	Individual Language Acquisition Plan (ILAP)	Individualized Education Plan (IEP)
Legal Reference	Title VI of the Civil Rights Act of 1964/Lau v. Nichols (1974) – addresses the right to access the education program including instruction to learn English	Individuals with Disabilities Act (IDEA) – ensures students with a diagnosed disability who need special education have access to free appropriate public education
Education Team	The Language Acquisition Committee (LAC) oversees programming and progress of multilingual learners (may co-occur with IEP, MTSS, student meetings with ESOL teacher in attendance)	The IEP Team oversees the development and progress of the student’s individual learning goals (MUSER VI.2.J)
Purpose	Individual Language Acquisition Plan (ILAP) – Individual student language goals are developed along with identified supports/accommodations to access the curriculum	Individualized Education Plan (IEP) – a written statement of the educational program designed to meet a child’s individual learning needs. Every child who receives special education services must have an IEP (MUSER IX.3)
Goals & Services	English Language Development (ELD) program services and support are specific to the student’s level of English Language Proficiency (ELP). Areas of focus: social and academic language of reading, writing, listening, and speaking across language arts, math, science, and social studies	Individualized Education Plan (IEP) – a written statement of the educational program designed to meet a child’s individual learning needs. Every child who receives special education services must have an IEP (MUSER IX.3) Specially Designed Instruction and related services are specific to the IEP goals (MUSER X.2.A(2))
Assessment	ILAP goals are measured by annual summative and formative assessments for English language proficiency – ACCESS for ELLs, Alternate ACCESS, WIDA Rubrics, and Proficiency Level Descriptors.	IEP annual goals are measurable and aligned to the skill gaps identified by eligibility evaluations- (MUSER IX.3.A(1)c)
Reporting	Progress is reported to parents/guardians annually and with each grading period.	Progress is reported to parents/guardians at the annual review of the IEP meeting and at each grading period (MUSER IX.3A(1)(c))
Responsibilities	Goals and services are documented by the ESOL teacher in collaboration with the classroom teacher and the LAC and filed in the student’s cumulative file.	The IEP is developed and maintained by the IEP Team under the direction of the Special Education leader (MUSER VI.2.J)

Federal Legislation and Regulations for Multilingual Learners With Identified Disabilities

- Civil Rights Act of 1964**
This law prohibits discrimination on the basis of race, color, religion, sex, and national origin in programs and activities receiving federal financial assistance.
- Section 504 of the Rehabilitation Act of 1973**
This law requires that public schools must make reasonable accommodations and provide the necessary supports to those with disabilities to fully participate in programs.
- Equal Educational Opportunities Act of 1974**
This law requires state educational agencies and school districts to take action to overcome language barriers that impede English language learner (ELL) students from participating equally in state and district educational programs.
- Lau v. Nichols (1974)**
This decision required that all multilingual learners are to be given meaningful opportunities to develop their English language skills as a civil right.
- Castañeda v. Pickard (1981)**
This decision established a three-part assessment for determining how bilingual education programs would be held responsible for meeting the requirements of English learners.
- Plyler v. Doe (1982)**
This decision holds that states cannot constructionally deny undocumented students a free public education.
- Individuals With Disabilities Education Improvement Act of 2004**
This law ensures that children receive an appropriate evaluation to determine eligibility for services that takes into account factors (like multilingualism) that may impact a student's performance at school.
- Dear Colleague Letter (2015)**
A joint guidance document that outlines the legal responsibilities of state and local education agencies for English learner students and parents and specifies that both language assistance and disability-related services be provided by qualified staff.
- Every Student Succeeds Act (2015)**
Among the provisions of the current law is the requirement, for the first time, "that all students be taught to high academic standards that will prepare them to succeed in college and careers."
- USDE Fact Sheet: Equal Access for English Learners With Disabilities (2024)**
This document outlines the requirements of the civil rights laws as they relate to English learners with disabilities.

Key:  English Learners  Special Education  English Learners and Special Education



wida.wisc.edu

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Implementing Integrated Support

Multilingual learners who have been identified with a disability require services that address their language development and disability needs.

*While the way schools and districts address their responsibilities may vary, all **must provide full and meaningful access to both language services and special education services.***



IEP 3C:

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child’s learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. 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 <u>technology</u> devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input type="checkbox"/> NO
H. Does the child have academic needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
I. Does the child have functional/developmental needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

Section 3. Considerations – Including Special Factors



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

Documentation of the ILAP in section 6 of the IEP ensures that all members of the student's team are aware of the plan and emphasizes its importance to the child's access to FAPE.

Section 3. Considerations – Including Special Factors

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

Under IDEA, the IEP Team must consider a number of special factors in developing, reviewing, or revising a child's IEP. See 34 C.F.R. § 300.324(a)(2) and (b)(2). Specifically, under 34 C.F.R. § 300.324(a)(2)(ii), the IEP Team must “[i]n the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP.”

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

"Whether the child's IEP needs to include a language development goal in order for the child to be involved in and make progress in the general education curriculum is a **determination that must be made on an individual basis by the participants on the child's IEP Team in light of the particular disability-related needs of the child.**

Therefore, **decisions regarding the extent to which an English learner's disability affects the student's participation in the general curriculum or whether the child needs interventions related to the student's disability that impact the child's developing English language proficiency are matters that should be addressed in the child's IEP in light of the individual needs of the child.** In addition, regardless of whether goals for English language development are included in a student's IEP, an English learner must receive needed English language services as a matter of civil rights law." [OSEP Policy](#)

[Letter 21-03](#)

Under the IDEA regulations at 34 CFR §300.320(a)(6), the IEP must include:

- (i) A statement of any individual appropriate **accommodations** that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act;

Accommodations

- are intended only for students with disabilities as documented in an IEP or 504 Plan
- decisions are made by a student's educational support team (IEP, 504, or Title II of the ADA)
 - for MLs, the team should include an ESOL teacher
- should never be assigned unilaterally by an individual educator outside of the IEP process
- the IEP team must first identify the barrier (area of need) affecting the student's academic performance
- should be directly related to the student's area of need
- IEP teams should use evidence and data to justify their choice of accommodation and connect the accommodation being used to the challenge the student is having

<https://wida.wisc.edu/assess/accessibility-accommodations>

Considerations as you assign accommodations:

- ***Does the student use an accommodation regularly in the classroom?***

If not, consider carefully whether an accommodation is truly needed for testing.

- ***Does the accommodation address the student's need?***

Accommodations do not reduce expectations or compensate for a lack of knowledge, skills, or prior instruction. The sole purpose of an accommodation is to ensure that a disability does not prevent a demonstration of English language proficiency.

- ***Is the accommodation appropriate for ELP testing?***

Accommodations should never be provided that would invalidate the ELP assessment.

IEP Documentation Section 6

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 <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	Special Education	As Needed	3/17/2025-3/16/2026
Sensory Tool Kit Help Card Break Card Squishy Visual Supports Daily check ins <input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	Special Education	As Needed	3/17/2025-3/16/2026
WIDA ACCESS Accommodations: <input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	Special Education	As Needed	3/17/2025-3/16/2026
Collaboration between ESOL and Special Education teachers <input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	Special Education	As Needed	3/17/2025-3/16/2026

Resources:

- [Maine DOE Office of Special Services and Inclusive Education](#)
- [Maine DOE Office of Teaching and Learning: Multilingual Learners](#)
- [Multilingual Learners with Disabilities | Department of Education](#)
- [Multilingual Learning - Identifying & Serving Students Who are Multilingual with Disabilities Policy & Resource Guide](#)
- [Multilingual Learners with Disabilities Padlet](#): Melissa Frans, Teacher Leader Fellow
- [WIDA](#): Assessment, Standards & Instruction, Professional Learning, Research, Resources
- [WIDA: Supporting Multilingual Learners With Disabilities](#)

Resources



IDEA MUSER PROCEDURAL MANUAL PROCEDURAL SAFEGUARDS



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

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](#)

Supervision, Monitoring, and Support - SAUs



SAU Resources for Supervision, Monitoring & Support

[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>

[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](#)



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](#)

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

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<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 / 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	Recording / Slides
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	Recording / Slides
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	Recording / Slides
Wednesday 12/10/25 3:00-4:00	Part C to Part B Transition	Recording / Slides
Recording Only	Gaps and How Statement	Recording / Slides

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	Recording Coming Soon
Wednesday 1/28/26 3:00-4:00	ILAP and LAU Plan 101 Presented By: The Office of Teaching and Learning	
Wednesday 2/11/26 3:00-4:00	McKinney-Vento 101 Presented By: Signe Lynch	McKinney-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

[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 \(PDE\)](#)
- 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](#)

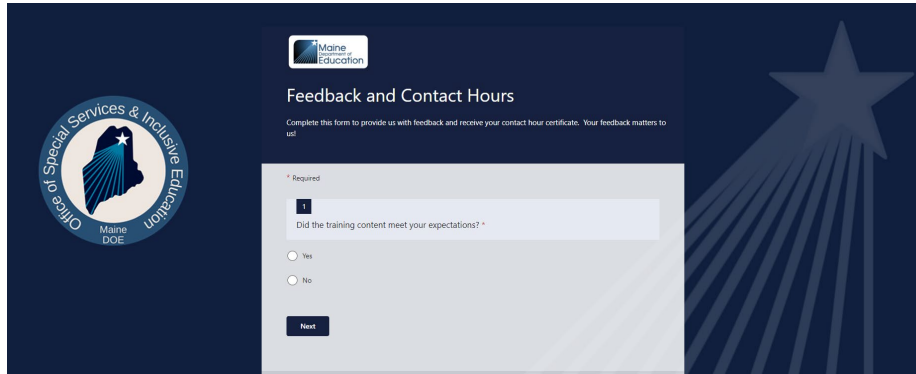
Special Education Surrogate Parent Program

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.



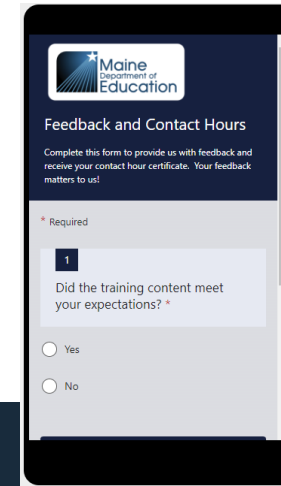
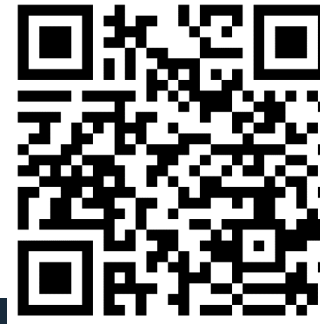
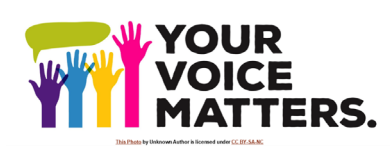
The screenshot shows a desktop view of the 'Feedback and Contact Hours' form. On the left is the 'Office of Special Services & Inclusive Education' logo. The main content area features the Maine Department of Education logo at the top, followed by the title 'Feedback and Contact Hours' and a sub-header: 'Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!'. Below this is a required question: '1 Did the training content meet your expectations? *'. The question has two radio button options: 'Yes' and 'No'. A 'Next' button is located at the bottom of the question area.

Use the link to complete the form
on your computer

OR

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

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



The screenshot shows a mobile view of the 'Feedback and Contact Hours' form. It includes the Maine Department of Education logo, the title 'Feedback and Contact Hours', and the sub-header: 'Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!'. The question '1 Did the training content meet your expectations? *' is displayed with 'Yes' and 'No' radio button options.

Maine DOE Contact Information

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THANK YOU!

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