

A dark blue silhouette of a person sitting and reading a book, positioned on the left side of the slide. The background is a gradient of dark blue.

MAINE DEPARTMENT
OF EDUCATION

Office Hours: Inclusion
11/12/2025

The OSSIE Supervision, Monitoring and Support Team

Presented by: Tracy Whitlock





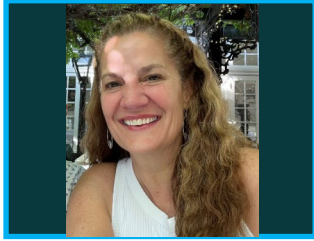
**This training is being recorded
Please feel free to drop any
questions in the Chat Box and we
will answer them.**





Agenda

- 1** Introductions
- 2** Maine's Inclusive Education
- 3** Framework
- 4** Questions
- 5** Resources



Colette Sullivan
Federal Programs Coordinator



Jennifer Gleason
Education Specialist



Karlie Thibodeau
Education Specialist



Ashley Satre
Education Specialist



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.



Maine's Inclusive Education Framework

Office of Special Services & Inclusive Education

Vision & Mission



All Maine students with disabilities have unlimited opportunities to learn and to lead inclusive, purposeful, and fulfilling lives.

The mission of the Maine Department of Education Office of Special Services & Inclusive Education is to lead Maine's efforts to improve outcomes for students with disabilities by ensuring access to inclusive, equitable and high-quality education and services.



This session we will

- consider what inclusion means
- examine the draft of the Maine Inclusive Education Framework
- explore inclusive education resources, opportunities and upcoming events

in order to support educators and administrators as they ensure their schools are places of belonging for every student.



What does INCLUSION mean to you?



Join at menti.com | use code 6822 6929



OSEP

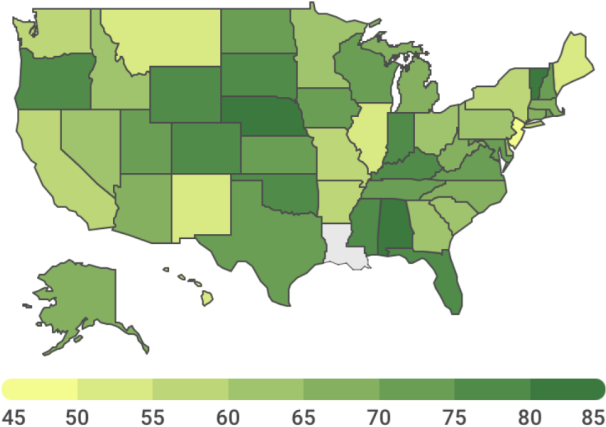
Office of Special Education Programs
Office of Special Education and Rehabilitative Services

OSEP Fast Facts: Educational Environments of Children with Disabilities, Ages 5 (in kindergarten) through 21, Served under IDEA Part B

For the purposes of this fact sheet, educational environments are defined in the IDEA Part B Child Count and Educational Environments for School Year 2020-2021, OSEP Data Documentation.

<https://data.ed.gov/dataset/43ffa95e-f6f5-450e-bbcb-efaeba56843e/resource/8e135285-3bd9-427e-92ed-b445d8564a17/download/idea-partb-childcountandedenvironment-2020-21.docx>

Percentage of Students with Disabilities, Ages 5 through 21, Receiving Services Inside a Regular Class 80% or More of the Day, in the US, Outlying Areas, and Freely Associated States: SY 2020-21



In SY 2020-21, 66.17% of all school aged children, served under IDEA, Part B, received services inside a regular class 80% or more of the day.

Maine ▼



54.92%

Percentage of Students with Disabilities, Ages 5 through 21, Receiving Services Inside a Regular Class 80% or More of the Day, by Disability Category in the US, Outlying Areas, and Freely Associated States: in SYs 2012 & 2020

Maine is currently the 5th least inclusive state in the country

Systemic changes that benefit students with disabilities will benefit ALL students and Maine's education system as a whole.



<https://www.edweek.org/teaching-learning/students-with-disabilities-have-gotten-their-dignity-back-at-this-high-school/2024/06>

State Example: Working Toward Systemic Changes for Inclusive Practices

Washington's [Inclusionary Practices Project](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- The goal of (IPP) is to increase the capacity of school leadership to understand, prioritize, and implement systemic and instructional inclusionary practices for each and every student, and especially students with disabilities.
- In the past 5 years since implementation the state has seen improvement in:
 - LRE for SWD
 - Attendance for all
 - Engagement for all
 - Assessment Scores for all
 - Social Emotional standards for all

Maine Inclusive Education Project & Framework

Maine Inclusive Education




- Maine's Inclusive Education Framework (e.g. key principles, indicators, look fors to support implementation in school systems across Maine)
- Inclusive Education Leadership Symposium
- Maine Inclusive Education Pilot Schools
- Maine Inclusive Education Leadership Network
- Annual Inclusion Conference

Maine Inclusive Education Framework Steering Committee & Expanded Work Groups

**Meet our Inclusive
Education
Framework
Working Group!**

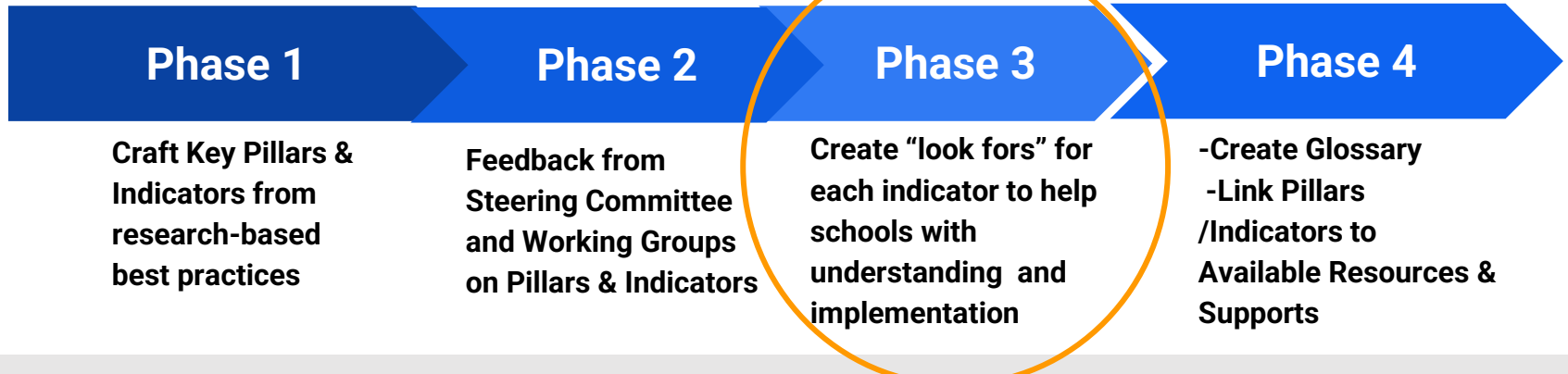
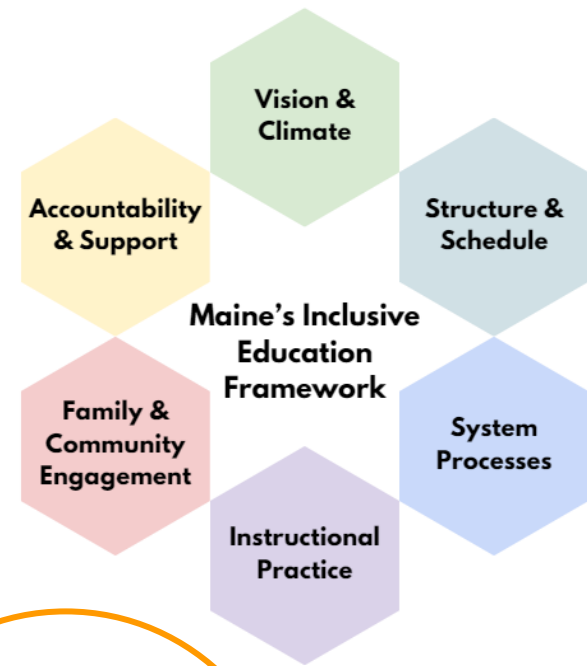
Video player

Annotation Stamp Key

-  Educator/Administrator
-  Parent/Student/Self-Advocate
-  Organization (UMS, DOE, MPF, etc)

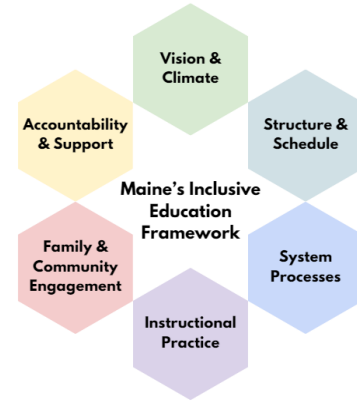


Maine's Inclusive Education Framework DRAFT



Maine's Inclusion Framework Draft

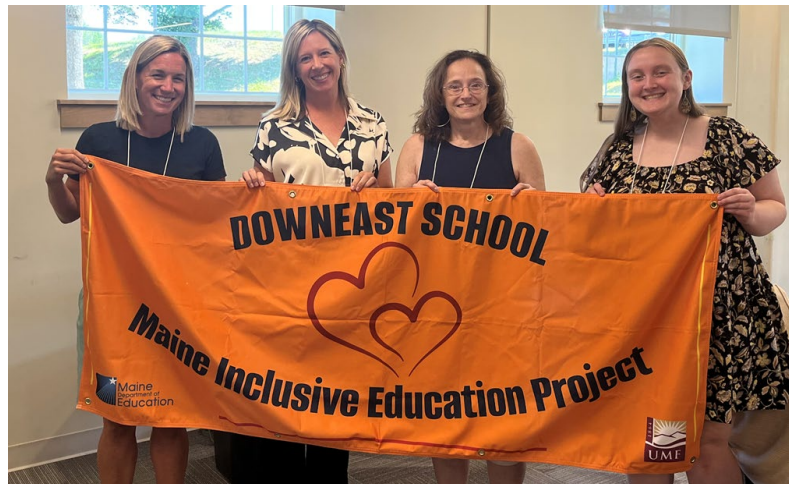
Vision and Climate
Effective inclusive systems prioritize and communicate a strong vision and foster an inclusive climate that values and celebrates diversity.
Structure and Schedule
Effective inclusive systems design multi-tiered systems of support that prioritize and value collaboration, problem solving, inclusive teamwork, and reflective practice to support equitable outcomes for all learners.
System Processes
Effective inclusive systems have clear processes in place that support an inclusive and equitable education for all students.
Instructional Practice
Effective inclusive systems ensure ALL educators are committed to removing barriers and creating accessible, compassionate, and standards-aligned inclusive academic and behavioral instruction and intervention.
Family and Community Engagement
Effective inclusive systems ensure families and community members are valued as engaged partners and help to develop and provide feedback to continuously improve the system.
Accountability and Support
Effective inclusive systems ensure all staff are accountable for equitable outcomes for all students and provide ongoing supports responsive to needs related to sustaining quality inclusive education.



Maine Inclusive Education Leadership Symposium



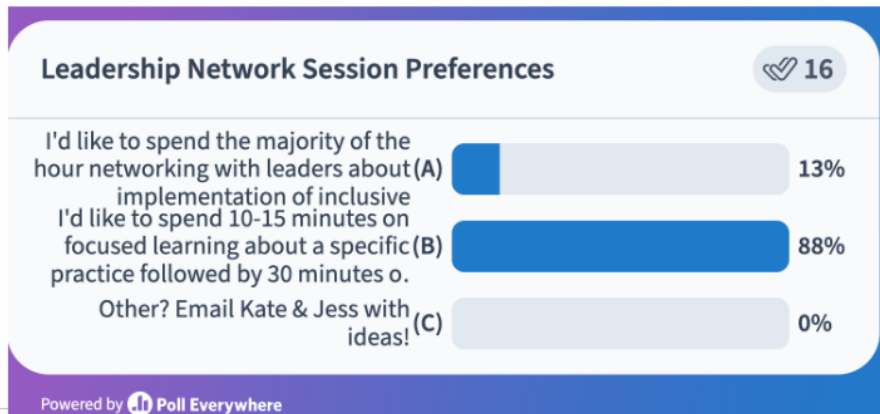
Maine Inclusive Education Pilot Schools



Maine Inclusive Education Leadership Network

Looking Ahead: Networking Sessions | Tuesdays 1:00pm - 2:00pm

- **October 28, 2025** - Kick-off Networking
- **January 27, 2026** - Scheduling & Structures
- **March 31, 2026**- Instructional /Collaboration Practices
- **May 26, 2026**- Professional Development/Support



First Annual Inclusive Education Conference

*Reimagining Education:
Empowering All Learners,
Embracing All Abilities*



2nd Annual Inclusive Education Conference

- Save the Date APRIL 8, 2026 at the Augusta Civic Center with keynote speaker Paula Kluth!



inclusion rules

Inclusion Rules is created by Dr. Paula Kluth, and a product of Inclusion Rules LLC.

Paula (she/her) is a consultant, author, advocate, and independent scholar who works with teachers and students with disabilities and to create more responsive and engaging schooling experiences for all learners. She is a classroom teacher, co-teacher, and inclusion facilitator. Paula has also been a university professor. Most recently, Paula's work has centered on helping teachers and administrators educate all students. She works with families and advocacy groups to support goals related to inclusion. In addition to inclusive learning, co-teaching, and educating students with complex support needs.

Paula is the author of more than 15 titles including *Universal Design Daily*, *30 Days to the Co-Taught Classroom*, *Kid!: Teaching Autistic Students in the Inclusive Classroom* and *All In: 18 Ways to Include All Students*, including *Coaster*, a story of a puppy with wonderful wheels.

Paula has won several awards in her field. She is the recipient of the PEAK Parent Center's [All In Leadership] Center's Inclusive Education Champion Award; The National Down Syndrome Center's Inclusion Advocate of the Year; and the University of Wisconsin's "Forward Under 40" Award.

Three fun facts about Paula are: 1) She grew up across the street from Lambeau Field in Green Bay, WI; 2) She has a collection of odd historical events; and 3) She has an embarrassing number of Paper Mate black felt tip markers. On YouTube channel, she has co-directed a documentary, her bowling average is 138, she wants to be on *Survivor*, and she has visited libraries.

Opportunities & Resources



Opportunities

- [Maine Roads to Quality \(MRTQ\) Inclusion Credential](#)
- Save the date – April 8 Second Annual Maine Inclusive Education Conference
- CEEDAR advisory
- Inclusive Education Framework workgroup

Resources

- [High-leverage practices for students with disabilities](#)
- [Myths & Facts about Inclusion](#)
- [The Relationship Between Special Education Classroom Placement and Post Secondary Outcomes](#)



Special Projects for Inclusion

Literacy & Dyslexia Modules & Supports

Math Supports

PBIS

Transition Maine

Executive Student Transition Committee (EST)

Youth Transition Summit

Conditional Certification Supports

Inclusive Education Framework

Special Educator Engagement, Development & Supports (SEEDS)



Chat Box Check In

Maine DOE Special Projects for Inclusion

Special Projects for Inclusion



SPECIAL SERVICES & INCLUSIVE EDUCATION

SPECIAL PROJECTS

Special Projects for Inclusion team provides support and professional learning opportunities for administrators, educators, and families to ensure that students with disabilities have equitable access to the general education curriculum and environment, including high expectations and meaningful opportunities for engagement with their peers and community.

Special Projects



Inclusive Education



Math4ME

Contact:

Tracy Whitlock, Ph.D.

**Special Projects for Inclusion
Coordinator**

Tracy.W.Whitlock@maine.gov

Resources



State Laws

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

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](#)



<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](https://www.maine.gov/doe/learning/special-ed/supervision/resources) [Self-Assessment Form](https://www.maine.gov/doe/learning/special-ed/supervision/resources) [Quick Reference Documents](https://www.maine.gov/doe/learning/special-ed/supervision/resources)



<https://www.maine.gov/doe/learning/special-ed/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

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	Resources Slides
Wednesday 9/24/25 3:00-4:00	Compliant vs Best Practice IEPs Developing a Strong IEP Part 1	Compliant vs Best Practice Pt 1 Slides
Wednesday 10/8/25 3:00-4:00	Compliant vs Best Practice IEPs Developing a Strong IEP Part 2	Compliant vs Best Practice Pt 2 Slides
Wednesday 10/15/25 9:00-11:00	IEP Training	Full IEP Training Slides
Wednesday 10/22/25 3:00-4:00	Stress, Behavior and the Brain Presented by: Bear Shea	Recording Coming Soon
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	Recording Coming Soon
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	
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: %*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

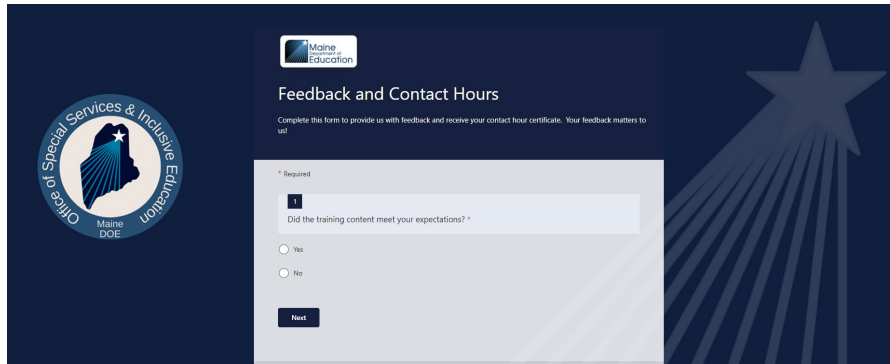
The Special Education Surrogate Parent Program was established to provide educational surrogate parents to children with disabilities whenever the natural parents or guardian of a child with a disability cannot be identified or located, or when the child is in the custody of the state.

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.



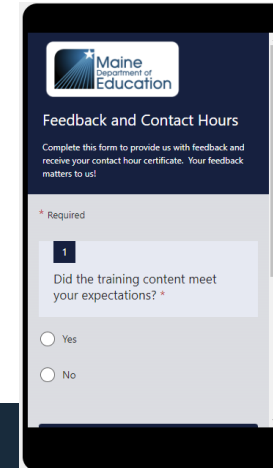
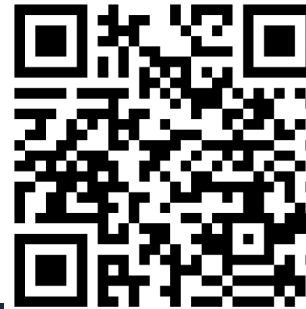
The screenshot shows a web browser displaying the 'Feedback and Contact Hours' form. On the left is the logo for the Office of Special Services & Inclusive Education, Maine DOE. The form title is 'Feedback and Contact Hours' with the subtitle 'Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!'. A 'Required' section contains a question: '1 Did the training content meet your expectations? *'. Below the question are radio buttons for 'Yes' and 'No'. A 'Next' button is at the bottom of the form.

Use the link to complete the form
on your computer

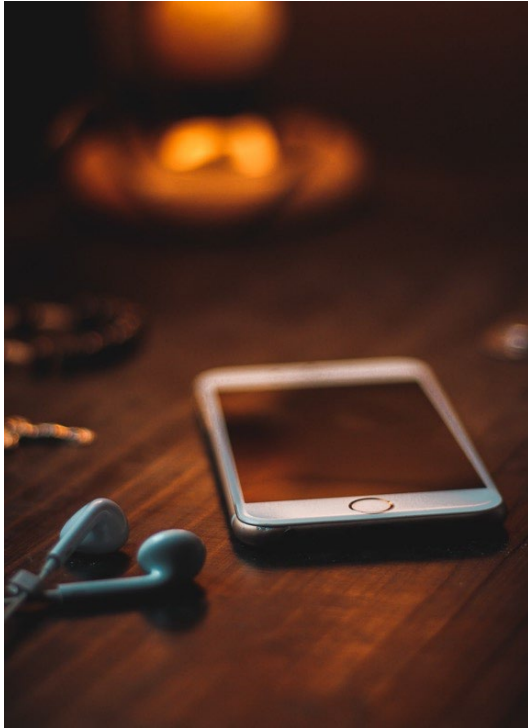
OR

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

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



The screenshot shows the same 'Feedback and Contact Hours' form as seen on the computer, but displayed on a mobile phone screen. The layout is adapted for a smaller screen, with the form content centered and the navigation elements clearly visible.



Stay Connected!

Find Us Online!



www.maine.gov/doe



@MaineDOEComm



@mainedepted



@mdoenews



@MaineDepartmentofEducation1

THANK YOU!

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

Colette Sullivan – Federal Programs Coordinator

colette.sullivan@maine.gov

Jennifer Gleason – Special Education Consultant

jennifer.gleason@maine.gov

Karlie Thibodeau – Special Education Consultant

karlie.l.thibodeau@maine.gov

Ashley Satre – Special Education Consultant

ashley.satre@maine.gov

Julie Pelletier – Secretary Associate

julie.pelletier@maine.gov

