



MAINE DEPARTMENT  
OF EDUCATION

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# Office Hours: Alternate Assessment 1/14/2026

The OSSIE Supervision, Monitoring and Support Team

**Presented by: Mechelle Ganglfinger**





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Meet Our Team

## Supervision, Monitoring, and Support

MAINE DEPARTMENT  
OF EDUCATION (DOE)

# Special Services Office Hours Alternate Assessment

**January 14, 2026**

Please post questions you may have in the chat box – we will work to answer them during the session and add them to a Q&A document.

We will begin shortly.

**Presented by:** The Assessment Team



# Today's Agenda

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- Why Participation Matters
- Maine Through Year Assessment
- National Assessment of Educational Progress
- WIDA ACCESS, WIDA Alternate ACCESS & WIDA ACCESS for Kindergarten
- Multi-State Alternate Assessment
- Q & A

## Meet the Maine DOE Assessment Team

Jodi Bossio-Smith, Director of Assessment

Krista Averill, Assessment Coordinator

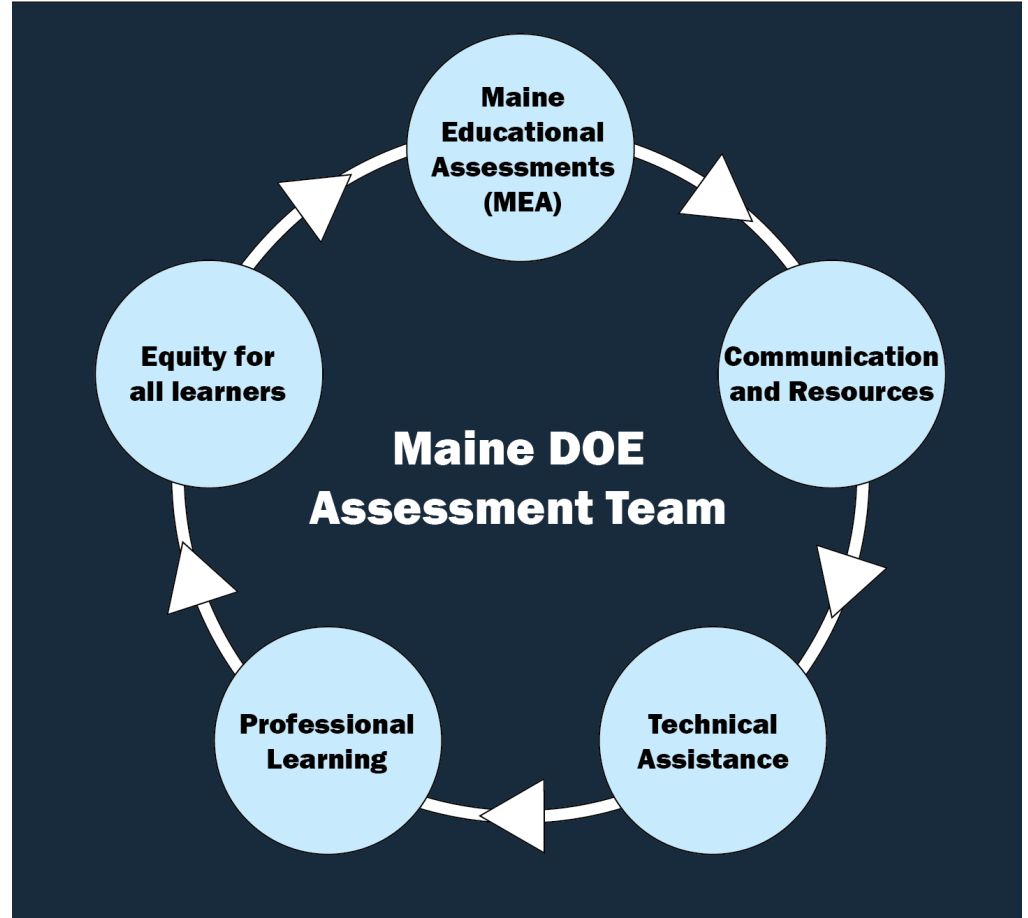
Mechelle Ganglfinger, Assessment Coordinator

Dr. Regina Lewis, NAEP State Coordinator

Daniella Crone, Office Specialist

Leah Jarvis, Business Analyst

The **Maine DOE Assessment Team** works to provide high quality technical assistance to Maine SAUs and schools around the Maine Education Assessments (MEA)



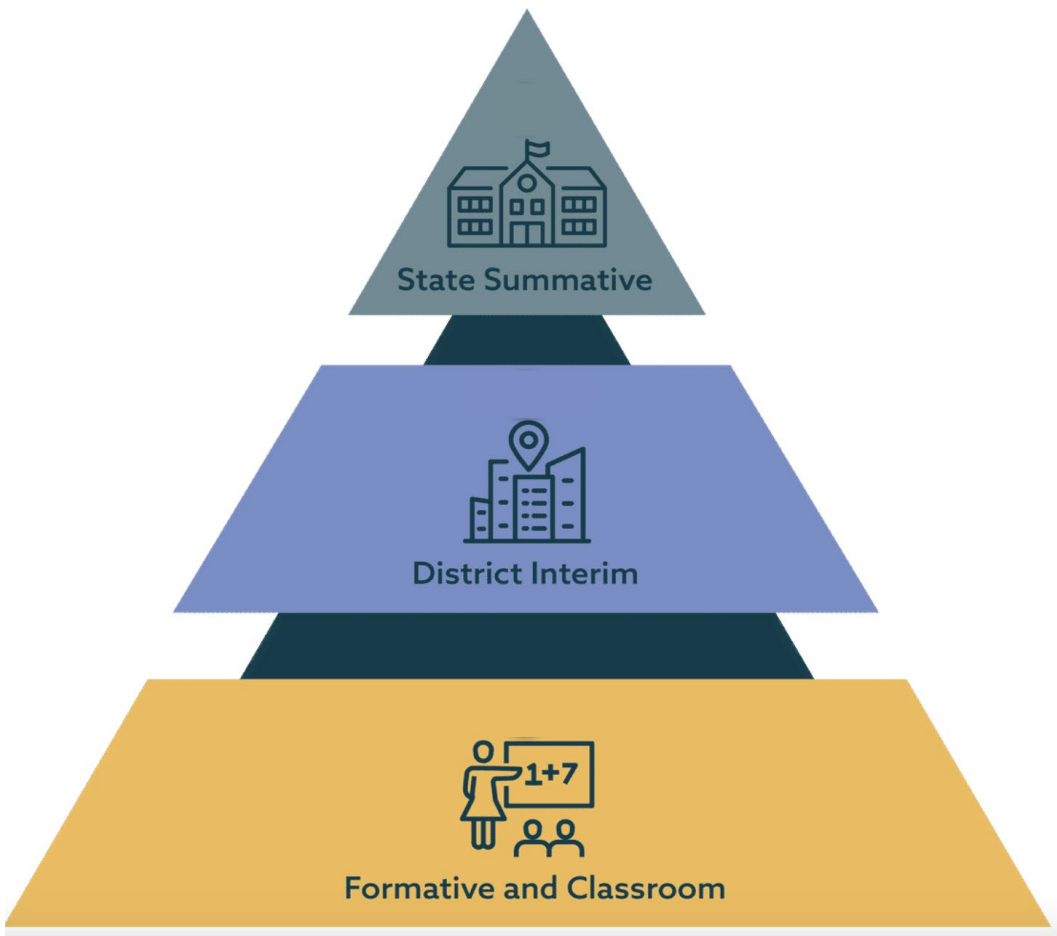
# Purpose and Why Participation Matters

To measure what students know and can do in relation to grade level content (including English language development standards).

# Why Does Participation Matter

## (it's not just the law...)

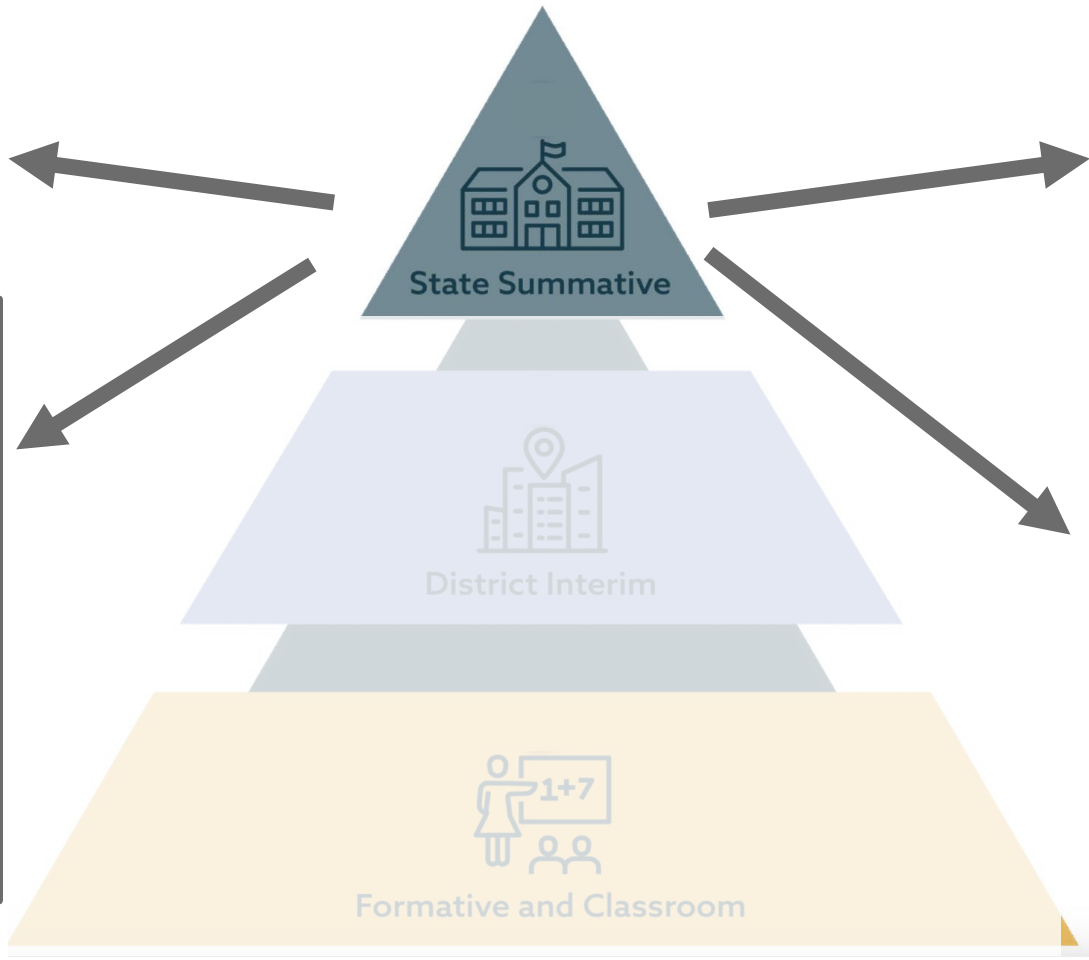
- States are required under federal law to assess all public students, including students with the most significant cognitive disabilities in ELA and mathematics in grades 3-8 and one year of high school. States are also required to assess in Science one time in elementary, middle and high school.
- Maine SAUs – and the State - are responsible for providing a measure of how students identified as multilingual learners are progressing in their English language development. They are also responsible for utilizing that data to inform local allocations of resources, plan for services, and inform families.



# Balanced Assessment System

A small and important part of the assessment pyramid

Results data should be meaningfully triangulated with **multiple** other assessment and non-assessment data, including district interim and formative classroom data



Designed to help inform high level accountability and policy decisions

Provide data about what students know and can do in relation to state educational standards at grade level

# Maine Through Year Assessment Important Dates

**January 5 – February 13, 2026:** Winter administration window

*Note: No special consideration exemption requests need to be submitted for the optional winter Maine Through Year Assessment administration.*

**January 30:** Last day to [request a paper-based test form](#)

**February 6 @ 4:00 PM:** Last day to request an assessment reset

**February 23-27:** SAU data cleanup

**March 18:** Last day to run Operational Reports for the winter administration (not including the Student Score Data File)

**March 25:** Winter 2026 Student Score Data File becomes available

# National Assessment

## *National Assessment of Educational Progress (NAEP)*

- January 26 – March 20, 2026
- Critical importance of ML and students with disabilities (and all subgroup) participation - at least 85% of MLs and students with disabilities selected are required to participate (subset of the 95%)
- Accessibility features include small groups, practice items/environment

# WIDA ACCESS and Alternate ACCESS

Assessment Window: January 5<sup>th</sup> – February 27<sup>th</sup> 2026

*“Assessing Comprehension and Communication in English State-to-State for English Language Learners”*

Maine’s general and alternate assessments of English language proficiency

Coordinator: Mechelle Ganglfinger

# What is WIDA ACCESS?

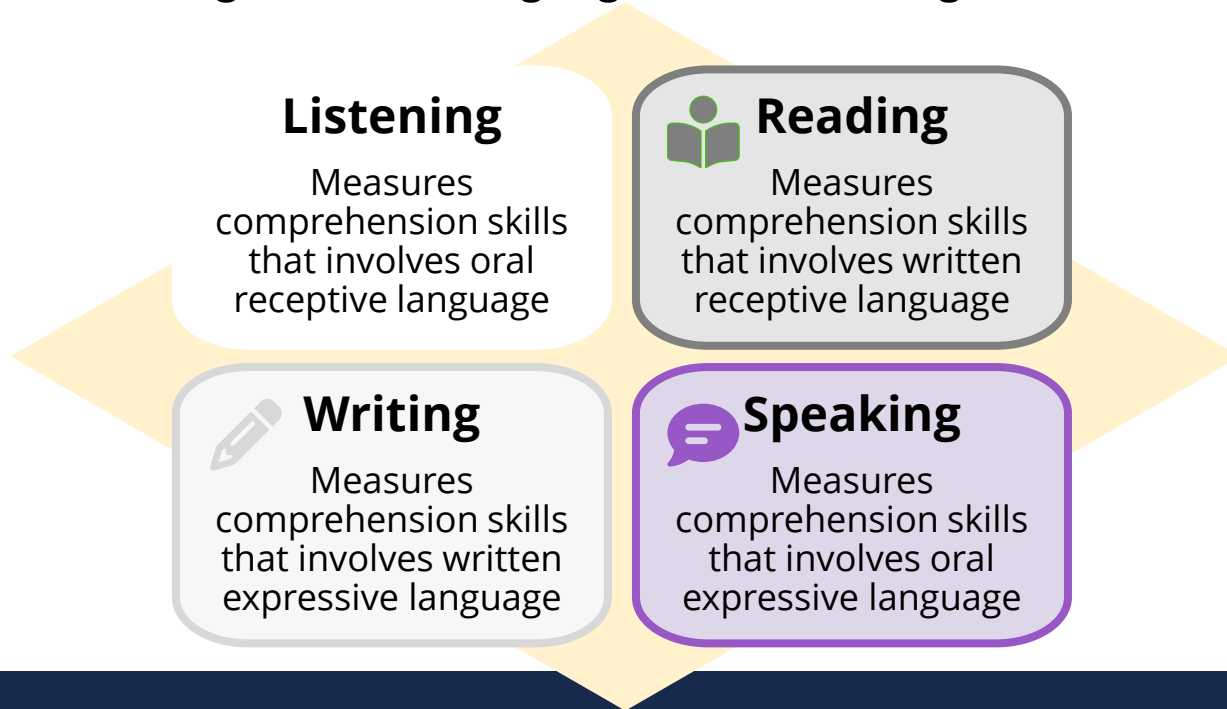
- WIDA ACCESS is the collective name for WIDA's suite of summative English language proficiency assessments.
- ACCESS is taken annually by multilingual learners in kindergarten through grade 12 in WIDA Consortium member states.

New this year: Name Changes

WIDA ACCESS Online; WIDA ACCESS Paper; WIDA ACCESS for Kindergarten; WIDA Alternate ACCESS

# Development in Language Domains

Assessing students' language abilities in English includes:



# Alternate ACCESS

- A secure large-scale English language proficiency assessment for grades K-12.
- Developed for students identified as English language learners with the most significant cognitive disabilities
- Allows for a variety of communication approaches
- Measures student performance in relation to the WIDA Alternate English Language Proficiency Levels.

# Alternate ACCESS

As with all state assessments, ACCESS can be administered with or without accommodations as identified on a student's IEP. Additionally, for students with the most significant cognitive disabilities who have been **found eligible for alternate assessment via the IEP Team process**, Alternate ACCESS is available.

# Who is Eligible

Which multilingual learners are eligible for alternate assessments?

# Resources for Determining Eligibility

These resources, which can be found on the [Multi-State Alternate Assessment \(MSAA\) | Department of Education](#) webpage are designed to support IEP teams in making data-driven decisions about eligibility and participation in the alternate assessments:

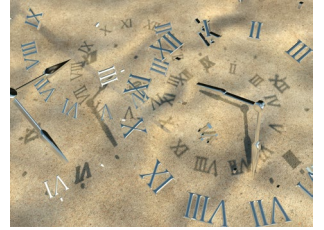
- [Participation Decision Flowchart](#)
- [Alternate Assessment Participation Checklist](#)
- [Maine Participation Guidance](#)

# Participation Criteria for Alternate ACCESS

- Classified as an English Learner
- Has the most significant cognitive disability and receives special education services under IDEA
- Requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum
- Participates (or will participate) in the Multi-State Alternate Assessment based on alternate academic achievement standards

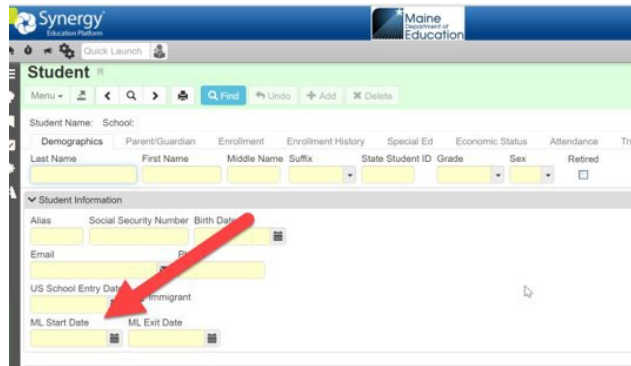
# 2025-2026 Timeline

# Timeline for this year:

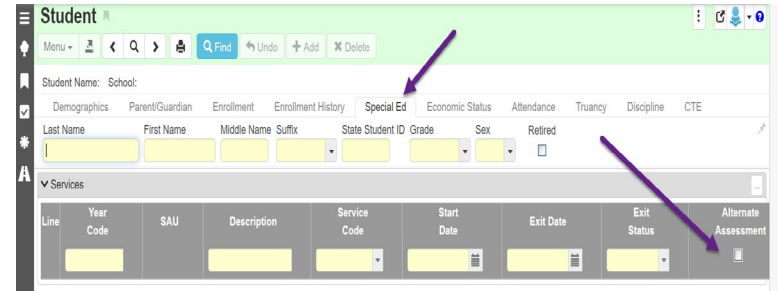


- 11/20/25 - 2/27/26: WIDA AMS test setup available for registrations
- 12/11/25: Additional materials ordering open through February 20<sup>th</sup>, 2026
  - **Assessment Window: January 5<sup>th</sup> – February 27<sup>th</sup> 2026**
- 3/10/26: SAU deadline for return of secure and test materials to DRC.
- 4/29/26: Reports available in WIDA AMS
- 5/15/26 - 5/18/26: Printed reports available in SAUs

After screening a student, if they have scored < 4.5 on the screener, they must be identified as a multilingual learner in the state enrollment system (Synergy).



Additionally, SAUs need to confirm that all MLs eligible for AA-AAAS participation have the alternate assessment box “checked” via Synergy.



# WIDA Alternate ACCESS Training Course

WIDA

2023-2024 WIDA

Home

Modules

## Alternate ACCESS: Administration and Scoring

# WIDA **Alternate** ACCESS

### Overview

This course focuses on WIDA Alternate ACCESS, a large-print, paper-based test individually administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities.

### Learning Objectives

By the end of this training, you will be able to:

- 1 Summarize the purpose, design, and materials needed to administer WIDA Alternate ACCESS.
- 2 Accurately plan for the administration of WIDA Alternate ACCESS by:
  - ✓ Identifying eligible students using federal, state, and local guidance.
  - ✓ Responding to the needs of individual students.
  - ✓ Following test administration and scoring procedures to ensure all students have a standardized experience.
- 3 Locate additional resources to support the annual test administration process.

### Training Format

This is a **self-paced training**, so you will independently work through the material at your own speed, devoting more or less time to each topic as you see fit.

The workshop is organized into 4 modules. At the end of each module, you will complete a brief knowledge check.

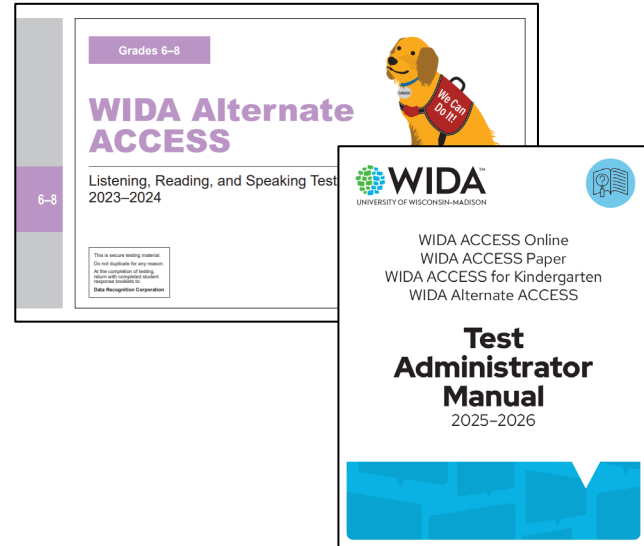
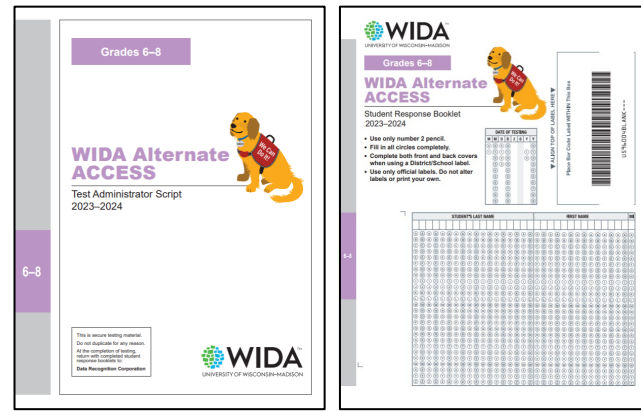
# Test Materials

## Each Student Needs

- Student Response Booklet

## Test Administrators Need

- Test Administrator Script
- Test Administrator Manual
- Student Test Booklet



\*Test material booklet examples are from the 2023-2024 school year

# Test Design

- Has four grade-level clusters.

K-2

3-5

6-8

9-12

- Allows for a variety of communication approaches.



- Picture Exchange System
- Augmentative Communication



# Individual Characteristics Questionnaire

- Download before testing and work with educators to document the individual student's characteristics.
- Student Disabilities Information.
- Test Administration Information.
- This information is reported on the Individual Student Report to aid in reclassification decisions.

The image shows a stack of overlapping questionnaire forms from WIDA. The top form is the 'Individual Characteristics Questionnaire' (WIDA ACCESS 2014-15). It includes sections for 'What is the student's reading ability?', 'What is the student's expressive communication ability?', 'What is the student's receptive communication ability?', 'What is the student's integrated communication ability?', and 'What is the student's need for accommodations?'. The bottom form is a table with columns for 'Qualities', 'Priority Quality (Check X)', and 'Binary Quality (Check 1/2)'. The table lists various qualities such as 'Action Spectrum Director (ASD)', 'Deaf/Deafblind (DD)', 'Developmental Delay (DD)', 'Hearing Impairment/Including Deafness (HI)', 'Intellectual Disability (ID)', 'Hearing Quality (HQ)', 'Hypertension (HT)', 'Physical Disability (PD)', 'Psychiatric Disability (PD)', 'Sensory/Physical Disability (SD)', 'Specific Learning Disability (SLD)', 'Specific Language Impairment (SLI)', 'Traumatic Brain Injury (TBI)', and 'Visual Impairment/Including Blindness (VI)'.

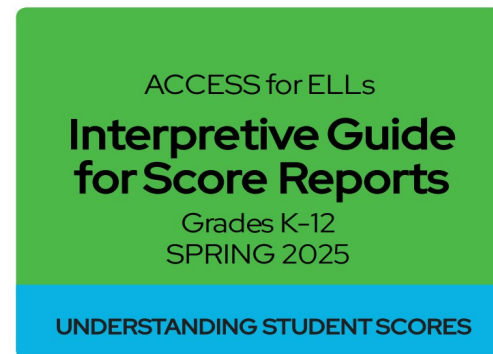
# Helpful Resources

WIDA ACCESS Online  
WIDA ACCESS Paper  
WIDA ACCESS for Kindergarten  
WIDA Alternate ACCESS

**Test  
Administrator  
Manual**  
2025–2026

WIDA ACCESS Online  
WIDA ACCESS Paper  
WIDA ACCESS for Kindergarten  
WIDA Alternate ACCESS

**District & School  
Test Coordinator  
Manual**  
2025–2026



[Resources | WIDA Secure Portal](#)

# WIDA ACCESS Trainings

## Required for 2025-2026

- Speaking for Grades 1-5 (and/or 6-12): Scoring WIDA ACCESS Paper
- Speaking for Grades 1-5 (and/or 6-12): Scoring WIDA Screener and ACCESS Braille
- ACCESS Braille Speaking (if administering Braille)
- Kindergarten ACCESS: Administration and Scoring (available beginning 9/29/25)
- WIDA Screener – Speaking and Writing
- ACCESS 4th grade Writing Domain (paper booklet) - Maine DOE specific

## Recommended Annual Recertification for 2025-2026











- Online ACCESS: Administration
- Paper ACCESS: Administration
- WIDA Alternate ACCESS: Administration and Scoring

# Receiving & Ordering Materials

Please check to ensure all materials received match the packing lists included in your boxes. Remember all materials are secure and will need to be returned in the yellow boxes in which they were received.

If additional materials are needed including paper version of the assessment orders can be placed through the WIDA AMS secure portal.

Welcome! What would you like to do today?

 Add/Edit Users	 Import Management	 Manage Students
 Manage Registrations	 Download Student and Status Reports	 Score WIDA Screener Responses
 Order and Manage ACCESS Materials	 Knowledge Articles	 Install and Configure Testing Software
 Documents		

# Receiving & Ordering Materials

Materials | Accountability Form | Additional Materials | **Material Ordering**

## Materials Ordering

Materials Ordering allows the user to enter quantities of materials needed for paper tests.

\* Indicates required fields

Administration: ME ACCESS - 2025-2026 \* | District: (All) | School: (All)

Show Materials

- To place a new order, select an administration, district, and the school from the drop-down menus, and click Show Materials
- In the Additional Materials Entry grid, enter quantities for the additional materials the district requires. After all quantities are entered, click the **Complete** button.

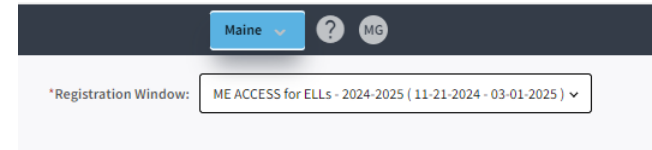
*You may click on the instructions tab to see a detailed list of directions to complete your order*

# Adding Accommodations in WIDA AMS



To add accommodations through Test Management, you must have “Registration-Add/Edit,” “Registration-Search/View,” “Registration-Edit Accommodations” and “Test Setup-Primary Window” permissions in WIDA AMS. These permissions are included in the District and School default permission sets.

- To view or edit a student’s accommodations, complete the following steps:
- Click **Test Management** from the WIDA AMS My Applications menu bar.
- Confirm or enter your site criteria in the upper right corner. **Click Save.**
- Confirm or enter your Registration Window.
- Select the **Registered Students** tab and search for the student by name or state student ID. Any student with related search criteria will automatically filter on the screen with his or her current registrations.
- Click the vertical ellipsis icon under the ACTION column for the student and the domain to be edited.
- Select **Manage Accommodations** from the options provided.
- In the Accommodations window select the checkboxes for the applicable accommodations pertaining to that domain.
- Click **Save** to save your changes (or click **Cancel** to cancel them.)



# WIDA and DRC Helpful Resources

**Online Help:** Provides step-by-step instructions to help complete tasks in Import Management, Student Management and Test Management. Find Online Help by **selecting the question mark icon** in the upper right corner of the applications or [find all the topics in one place](#).

**Knowledge Articles:** Select the Knowledge Articles button from the WIDA AMS landing page to browse or search for your desired topic.

**WIDA Assessment Webinars:** WIDA and DRC offer webinars on a variety of topics, from managing students and registrations to technology troubleshooting. View the full list of upcoming and recorded webinars on the [Webinars](#) page in the WIDA Secure Portal.

# Upcoming WIDA Assessment Webinars

## **RETURNING WIDA ACCESS Test MATERIALS**

Tuesday, January 20 from 2:00 p.m. - 3:00 p.m.

## **MONITORING WIDA ACCESS COMPLETION FOR TEST COORDINATORS**

Thursday, January 22 from 2:00 p.m. - 3:00 p.m.

*You can learn more and add these upcoming webinars to your calendar on the [Webinars](#) page (login required).*

Recordings for Assessment Webinars are posted to the WIDA Secure Portal on the Webinars page within a week of the presentation. Technology-related webinar links can also be found in [WIDA AMS](#). On the landing page, select My Applications > General Information > Documents and filter the Document Type by Memos/Documents.

# WIDA ACCESS & Alternate ACCESS

## *Whom do I contact?*

### WIDA Client Services Center

(866) 276-7735

[help@wida.wisc.edu](mailto:help@wida.wisc.edu)

- WIDA Secure Portal account creation
- Assessment training modules
- Self-paced e-learning resources

### Data Recognition Corporation (DRC)

(855) 787-9615

[WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)

- WIDA AMS account creation
- Technical issues with the WIDA AMS platform, including finding students, assigning accommodations, and creating test sessions
- Technical issues with the installation of the DRC lockdown browser

### Maine Department of Education Assessment Team

(207) 242-4244

[Mechelle.Ganglfinger@maine.gov](mailto:Mechelle.Ganglfinger@maine.gov)

- Questions related to assessment coordination, administration, and accessibility
- Any problems that WIDA and DRC Customer Services are unable to answer
- Fixing a student who appears on your assessment roster in NEO but does not appear in WIDA AMS
  - *Please wait at least 36 hours after making the update in Synergy.*
- Policy-related questions

# Multi-State Alternate Assessment - MSAA

Maine's alternate assessments based on alternate academic achievement standards in reading, math and science (AA-AAAS)

Coordinator: Mechelle Ganglfinger

**March 9 – April 24, 2026**

# Purpose of the MSAA

- Ensure that all students are able to participate in an assessment that is a measure of what they know and can do in relation to grade-level state content standards.
- Ensure students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school prepared for post-secondary options.
- Meet requirements of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), which require the participation of all students in assessments designed to measure student knowledge and ability on grade-level content standards.

# Overview of the Assessment

- Assesses three content areas
  - English Language Arts (ELA)
  - Mathematics
  - Science
- Aligned to State Content Standards and MSAA Core Content Connectors (CCCs)
- Grades 3-8 and 3<sup>rd</sup> year high school in ELA and Math  
Grades 5, 8, and 3<sup>rd</sup> year of high school in science
- Administration window (March 10 – April 25, 2025)

# Overview of the Test

- One-to-one test administration
- Administered by a trained, familiar and professional Test Administrator
- Formats (the format is determined by what is appropriate for student)
  - Computer based format (default)
  - Paper based format (downloaded from platform)
    - Test administrator enters student responses in online platform
  - Hybrid – combination of paper and computer

# Eligibility Criteria

- The student has a significant cognitive disability
- The student's goals and learning are derived from grade level content standards
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-appropriate curriculum

# Test Coordinator's Responsibilities

- Complete Test Coordinator Training
- Register Test Administrators
  - Create Classrooms
- Check student registration
  - Contact DOE if any changes are needed
- Monitor Test Administrators
  - Ensure TSA & Trainings have been completed
  - Observe a testing session
- Monitor Student Test Progress
  - Apply early stopping rule when needed
  - Notify State Coordinator regarding student transfers
  - Report inappropriate test practices
  - Shred all testing materials

# Student Response Check (SRC)

The purpose of the Student Response Check (SRC) is to ensure that the TA clearly understands a response the student has indicated for a test item.

- If a student's response to a test item is not clearly observable, or is not understood by the TA or scribe, then the TA or scribe cannot enter the student's response in the MSAA System.
  - The SRC is a content-neutral task during which a student is asked to demonstrate their preferred mode(s) of communication. **A student may use as many, or as few, communication modes as they are comfortable with and use on a daily basis.**
  - Student answers to the items on the Student Response Check are not scored.

# Observable Response Mode

- An **observable response** is defined as a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication.
  - Demonstrates the intent toward the task
  - Responds to or shares information about the stimulus (test item)
  - Assigns meaning to habitual or uncontrollable motor movement or vocalization without communicative intent are *not* considered response modes.
- Modalities may include use of eye gaze, reliable gestures, sign language, partner-assisted scanning, scanning on a device, direct selection from an array of choices, activation of a voice-output device, use of a speech-generating device, or other reliable means.

# Student Response Check

- It is recommended that the SRC be administered more than one time during the testing window before the ESR is applied. The TA should consider changing the time of day, day of week, or location of testing when administering the SRC multiple times.
- The flowchart (Figure 9 on page 45 of the TAM) should be used to determine when to administer the SRC and when TAs should contact their district or school TC to close the test and apply the ESR. TAs must first discuss the results of the SRC with district or school TCs to ensure that the SRC was administered appropriately. TCs may then close the test and apply the ESR. Remember the first 4 test items of the ELA and/or mathematics Test **must** be attempted in order to apply the early stopping rule. This means opening the test even if the student was administered the paper version of the test.
- Remember, in many cases it will not be necessary to administer the SRC because many students have a consistent mode of communicating. TAs can administer the SRC using a paper version downloaded from the System or by using a computer and a mouse.

**STOP.** The student does not have a consistent observable response.

The TA must contact the district or school TC and discuss the results of the SRC. **Only TCs may apply the ESR and close the test.**

**NOTE:** *The TA completes the SRC by checking "Other" and stating "No Response" in addition to providing a brief explanation.*

**NOTE:** *Once the ESR is determined appropriate, the TC must close tests from ALL content areas.*

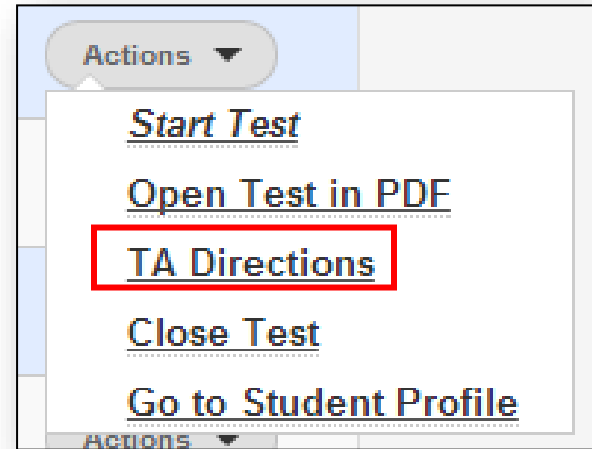
# Close a Test – Early Stopping Rule

Student page

Find the student

Close both math and ELA tests  
(and science if grade 5, 8, or  
third year of High School)

This must be completed by the  
TC.




# Close a Test

- Only Test Coordinators are able to close tests

Both Math and ELA must be closed separately.

Student tests not closed will be counted as Incomplete.

 **Attention: This action can not be undone**

Are you sure you want to close this test?\*

**Test:**  
OP ELA Gr04

**Student:**  
Test qa

**Reason:**  
Early Stopping Rule

I confirm that the student

1. did not provide an Observable Response to respond during the administration of the Student Response Check.
2. was administered the first four (4) items of the test and did not provide an answer to any test item.

I understand that applying the Early Stopping Rule cannot be undone and that misapplication of the Early Stopping Rule may result in the invalidation of the student's test.

# Training Modules

MSAA Test Administration Training for Test Administrators (Required to access the test materials)

<b>MSAA Overview</b> <input type="checkbox"/> Pending	Navigating the MSAA Online Assessment System	TA and TC Responsibilities	The Writing Prompt
Accessibility Features and Accommodations	Student Response Check and Early Stopping Rule		

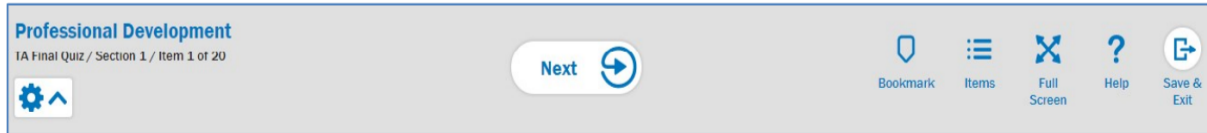
TCs and TAs will also be required to view one additional module that provides an overview of the MSAA Science test.

# Final Quiz

## Step 2: Complete End-of-Training Final Quiz

When all modules have been marked as completed, the **Start Final Quiz** button becomes unlocked. Click on the **Start Final Quiz** button.

Read the questions and select the correct answer. Click the **Next** or **Previous** buttons to proceed through the final quiz. Pause as needed by clicking “Save & Exit.” You will be redirected to the training page.



When you are ready to resume the final quiz, select the **Resume Final Quiz** button on the Training main page.



Resume Final Quiz

# Testing integrity, appropriate, and inappropriate test practices

- Maintain testing integrity and appropriate test practices
- Handle test materials in a secure manner
- Prepare a secure testing environment
- Recognize inappropriate test practices
- Monitor and report inappropriate test practices

*NOTE: TAs and TCs must ensure that all aspects of the MSAA Test will be maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, are not to be shared, emailed, copied or distributed in any manner. To do so is a test irregularity and a violation of test security.*

# Test Security and Test Irregularities

- Maintain all printed test materials in a secure, locked location.
- Protect secure materials from view by other students, teachers, parents, school staff, or other individuals. This includes logging out of the MSAA Online Assessment System and closing the browser after each testing session.
- Do not duplicate, reproduce, or share items or other secure test materials.
- Give *all* printed test items or other printed material to the TC for secure shredding.
- Delete any test materials, items, and information from the computer and any assistive technology used by the student after testing is complete.

# Other Important Steps

- Download and read the two manuals that Test Coordinators will use
  - *Test Administration Manual (TAM)*
  - *MCAA Online Assessment System User Guide for Test Coordinators*
- Complete Test Coordinator Modules (6 of them plus science if applicable)
- Complete Test Administrator Module #5, as appropriate
- Ensure TA have received login access to the platform, are aware of training requirements and have accessed the TAM, User Guide and DTA.
- Monitor Test Administrator completion of required “MCAA Test Administration Training for Test Administrators” final quiz

# 2025-2026 Important Dates - MSAA

1/5/26 - 1/30/26 – SAUs complete Test Coordinator Survey to identify who will be serving as the MSAA TC

2/17/26 – MSAA System goes live for Spring 2026

2/17/26 – MSAA Training Modules available

3/9/26 – 4/24/2026 – Administration Window

*Daily Office Hours will be held from 1-2pm throughout the assessment window.*

*To set up an office hours appointment, please reach out to [Mechelle Ganglfinger](#).*

7/13/26 - 9/18/26 – Online reporting window for 2026 MSAA and MSAA Science

# Upcoming Training Opportunities

## **MSAA Training for Alternate Assessment Test Coordinators (TCs)**

Wednesday, January 21, 2026, 3:15-4:15 p.m.

## **MSAA Training for Alternate Assessment Test Administrators (TAs)**

Wednesday, February 4, 2026, 3:15-4:15 p.m.

## **MSAA Early Stopping Rule**

Wednesday, February 25, 2026, 3:15-4:00 p.m.

Tuesday, March 3, 2026, 10:00-10:45 a.m.

February 17, 2026 – MSAA System goes live for 2026 Spring Administration

TC and TA training modules available on the platform – Username and login required

# Multi-State Alternate Assessment

## *Whom do I contact?*

### MSAA Service Desk

866-834-8879

[MSAAServiceCenter@cognia.org](mailto:MSAAServiceCenter@cognia.org)

[Live Chat available](#)

- Issues with the platform
- Questions around account permissions/creation
- Mandatory training modules and quiz
- Help logging in

### Maine DOE Assessment Team

(207) 242-4244

[Mechelle.Ganglfinger@maine.gov](mailto:Mechelle.Ganglfinger@maine.gov)

- Questions related to assessment coordination, administration, and accessibility
- Policy-related questions
- Fixing a student who appears on your assessment roster in NEO but does not appear in the MSAA Platform
  - *Please wait at least 36 hours after making the update in Synergy.*
- Any problems that MSAA Service Desk is unable to answer

**Assessment Team  
Lunch 'n' Learn Office Hours**

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**Q&A**

# 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 - SAUs



## 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>

# [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  entries

Search:

Title	Date	Category	Link	Link
Abbreviated Day	3/26/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Accommodations and Services	2/26/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Advanced Written Notice & Written Notice	10/23/2024	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Alternate Assessment Process	1/25/2023	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant Transition Plans	12/20/2023	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant vs Good IEPs - Part 1	1/22/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant vs Good IEPs - Part 2	2/12/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Data Collection and Analysis	5/22/2024	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Discipline & Manifestation Determination	5/28/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Dispute Resolution	4/9/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>

Showing 1 to 10 of 45 entries

Previous  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	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 9/24/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 1	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 10/8/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 2	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 10/15/25 9:00-11:00	IEP Training	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 10/22/25 3:00-4:00	Stress, Behavior and the Brain Presented by: Bear Shea	<a href="#">Recording</a> / <a href="#">Slides</a>
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 12/10/25 3:00-4:00	Part C to Part B Transition	<a href="#">Recording</a> / <a href="#">Slides</a>
Recording Only	Gaps and How Statement	<a href="#">Recording</a> / <a href="#">Slides</a>

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

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

# IEP & Related Forms

## Educator and Administrator Resources

### Family & Caregiver Resources



#### Educator and Administrator Resources

[1% Maine's Alternative Assessment](#)

[Serving Multilingual Learners with Disabilities](#)

#### Maine Care Documentation

- [IEP Documentation Training One Video - June 2, 2021](#), Passcode: %\*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](#)

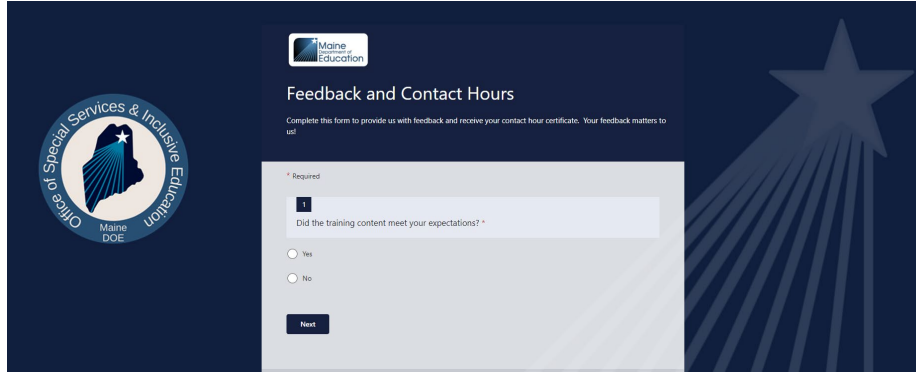
#### Special Education Surrogate Parent Program

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.



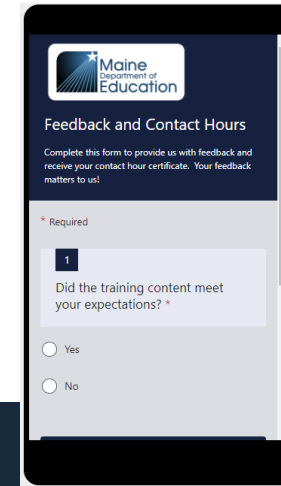
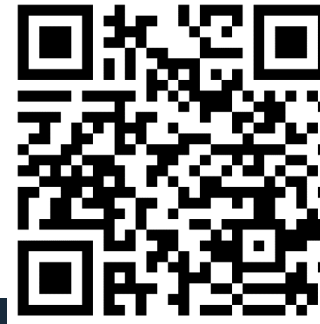
The screenshot shows a web browser displaying the 'Feedback and Contact Hours' form. On the left is the circular logo for the Office of Special Services & Inclusive Education, Maine DOE. The main content area features the Maine Department of Education logo at the top, followed by the title 'Feedback 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 form field with a red asterisk and the number '1' in a blue box, containing the question 'Did the training content meet your expectations? \*'. There are two radio button options: 'Yes' and 'No'. A 'Next' button is located at the bottom of the form. The background of the page is dark blue with a large white star and radiating lines.

Use the link to complete the form  
on your computer

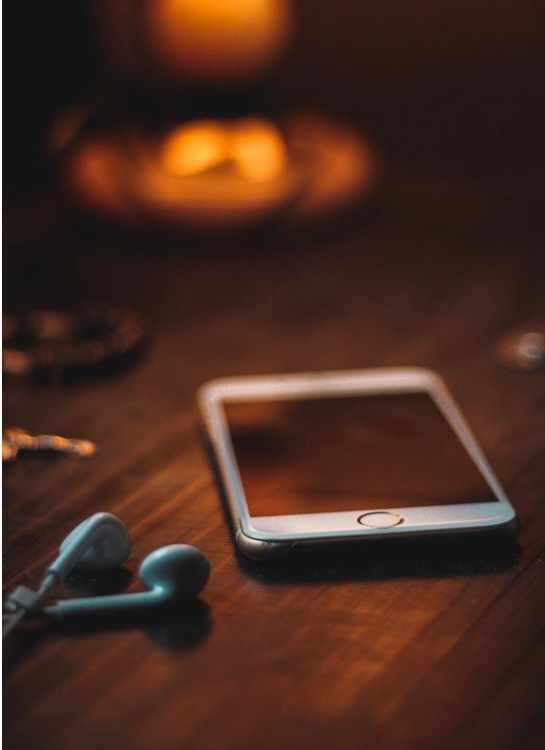
**OR**

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 on a mobile phone screen. It includes the Maine Department of Education logo, the title, the sub-header, and the first question: 'Did the training content meet your expectations? \*'. The 'Yes' and 'No' radio button options are visible. The phone's status bar at the top shows the time as 1:52.



Stay Connected!

## Find Us Online!

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[www.maine.gov/doe](http://www.maine.gov/doe)



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@mainedepted



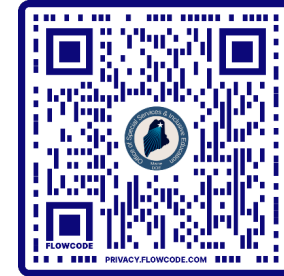
@mdoenews



@MaineDepartmentofEducation1

**THANK YOU!**

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