

Welcome!
Please put the following in the Chat Box:

Name, School, SAU and/or CDS Site and Role





This Training is being Recorded.

***Please feel free to ask questions as they come up,
but we will have Chat Box Check-Ins.***

LIVE TRANSCRIPTION IS AVAILABLE

Link for Recordings and Power Points –
<https://www.maine.gov/doe/specialservices/professionallearning>



MAINE DEPARTMENT
OF EDUCATION

Office Hours – *Resources*

9/10/2025

Presented by: Supervision, Monitoring and Support Team



Supervision, Monitoring and Support Team



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Compliance versus Best Practice

The Supervision, Monitoring and Support Team has a variety of responsibilities. Two major components include:

1. Review Compliance
2. Provide Professional Development and Technical Assistance

Everything captured on the Corrective Action Plan (CAP) is generated from any **Compliance** items, which are cited back to IDEA and/or MUSER.

Best Practice is what we want for all students.

Best Practice is better programming.

Best Practice is what we present in training and meets all areas of **Compliance**.

Compliance versus Best Practice

Why should this matter?

Although we as a Supervision, Monitoring and Support Team are tasked with Compliance, Best Practice is a higher standard.



Compliance versus Best Practice

Consider this example –

Compliance – documenting in a Written Notice that a Parent chose to waive their right to 7-day notice to implement the IEP

Best Practice – documenting in a Written Notice that a Parent chose to waive their right to 7-day notice to implement the IEP AND having them complete the *optional* form

BOTH are correct but our team would *only* verify and “score” for **Compliance**.



Compliance versus Best Practice

Another example –

Compliance – documenting Present Level in Section 5 in a range –
Child can XXXX with 50-60% accuracy.

Best Practice – documenting Present Level more specifically –
Child can XXX with 58% accuracy.

BOTH are correct but our team would ***only*** verify and “score” for **Compliance**



Compliance versus Best Practice

One more example –

Compliance – documenting Distinctly Measurable and Persistent Skill
Gaps in very broad terms –

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

- **Reading**

Skill gaps in this area impact Bill's ability to participate in literacy activities with same age peers.

Best Practice – documenting Distinctly Measurable and Persistent Skill
Gaps in more specific terms –

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

- **Decoding**

Skill gaps in this area impact Bill's ability to participate in literacy activities with same age peers.

BOTH are correct but our team would **only** verify and “score”
for **Compliance**



**Best
Practice**

Compliance

Changes 24-25 Cohort -> 25-26 Cohort

We will also be reviewing the following:

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

Today's Focus

Laws and Regulations	Procedural Manual Maine Unified Special Education Regulations - MUSER
Quick Reference Checklists	IEP Eligibility Forms
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
OTHER	Self-Assessment

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Laws and Regulations

Special Education Laws & Regulations





Laws and Regulations

- Procedural Manual
- Maine Unified Special Education Regulations (MUSER)

Laws and Regulations

Procedural Manual

Procedural Manual

Special Education required forms procedural manual.

[Procedural Manual Download](#)

Procedural Manual



Special Education Required Forms Procedural Manual



Updated 8/1/2020

Procedural Manual

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How do I document if a team member cannot attend the IEP and their curriculum is NOT being discussed?

Team Member Whose Curriculum is Not Being Discussed

This form is used to:

- ✓ Document parents' consent whenever a required member of the IEP Team whose area is not expected to be discussed is unable to attend the IEP meeting or will be leaving before the end of the IEP meeting.

The parent's signed consent for excusal should be obtained on this form before the IEP meeting.


Documentation of Agreement of Non-Attendance for IEP/IFSP Team Member Whose Curriculum Area is not Being Discussed
Maine Unified Special Education Regulations (MUSER), V.2.3 & G.

Date Sent to Parents:	SAU:	
Child's Name:	School:	
Date of Birth:	Grade:	School Phone:
Parent/Guardian Name:	School Address:	
Parent/Guardian Address:	City, State Zip:	
Parent/Guardian City, State Zip:	School Contact:	

A member of the IEP/IFSP Team is not required to attend an IEP/IFSP Team meeting in whole or in part, if the parent of a child with a disability and the public agency agree **in writing** that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

Date of Meeting: _____
Name and Position of Excused Member: _____

Date and signature of parent signifying agreement for non-attendance or attached Parental Written Agreement for Non-Attendance:
Parent/Guardian Signature _____ Date _____

Date and signature of designated public agency representative signifying agreement for non-attendance:
Public Agency Representative Signature _____ Date _____

Enclosures may be included within this document and recorded below:

Directions:

- Written input from the excused Team member may be included with this form and documented in the enclosures.

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How do I complete Section 6 of the IEP in a way that is compliant?

Section 6: SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS AND/OR SUPPORTS

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 (M.P.E.R. 3.A.1)(b)(ii).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel	Location	Frequency	Duration Beginning/End Date
<input type="checkbox"/> Classroom Instruction			
<input type="checkbox"/> Classroom Assessment			
<input type="checkbox"/> District-wide Assessment			
<input type="checkbox"/> State Assessment			
<input type="checkbox"/> Classroom Instruction			
<input type="checkbox"/> Classroom Assessment			
<input type="checkbox"/> District-wide Assessment			
<input type="checkbox"/> State Assessment			
<input type="checkbox"/> Other			

This section is used to:

- Identify accommodations, modifications and supplementary aids and services that are necessary and aligned to the child's disability. This is to ensure that the child advances appropriately toward attaining his/her annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities and to be educated and participate with his/her non-disabled peers.

Accommodations mean changes in the manner in which instruction and assessment is delivered that does not alter the curriculum level expectation being measured or taught.

- Identify any appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments.

Modifications mean changes in the regular education curriculum and/or assessment that lower the standards of the curriculum.

- "Other" could include accommodations, modifications, and supplementary aids and services that occur across all educational settings which may include: Behavior or Health Plan, 3-Point Harness, Wheelchair Accessible Transportation.
- "Other" could include collaboration and recommendations from related service providers that are **not** directly related to an annual IEP goal (For example, manipulation of the child's environment or instructional materials).
- Medical needs that impede a child from accessing FAPE should be addressed in the IEP through referring to a child's individual health plan. This also includes behavioral health professionals.

Educational Technicians or BHPs providing behavioral health services are always documented in Section 6 as determined by the IEP Team.

- Examples include:
 - Supports to address environmental needs [e.g., preferential seating, planned seating (on the bus, in the classroom, at lunch, in the auditorium, and in other

Laws and Regulations

Maine Unified Special Education Regulations (MUSER)

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](#)

Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty-Two

Effective Date: July 26, 2024



Maine Unified Special Education Regulations (MUSER)

05-071

DEPARTMENT OF EDUCATION

Chapter 101:

MAINE UNIFIED SPECIAL EDUCATION REGULATION

SUMMARY: This rule governs the administration of the child find system for children age birth to twenty, the provision of early intervention services to eligible children birth to under age 3 (B-2) with disabilities and their families, and the provision of special education and related services to eligible children age three to twenty with disabilities and their families, implementing 20-A MRSA Chapters 301, and 303 and amendments thereto.

Italicized text signifies State requirements.

Non-italicized Times Roman text signifies federal statutory or regulatory requirements.

MUSER

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Today's Focus

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OTHER	Self-Assessment

Quick Reference Checklists

These documents outline the regulatory expectations (compliance) in **RED** and best practice items in **BLUE**.

Remember, **best practice** is beyond **compliance** and results in better programming for students. Our team monitors for compliance.



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](#)

Quick Reference Checklists

*Compliance
*Best Practice



Maine Unified Special Education Regulations (MUSER IX.3.G.)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site:

Date IEP Sent to Parent:

FOT7- Compliance:

☐ Date sent to parent is \leq 21 school days from Annual Date of IEP Meeting

1. CHILD INFORMATION

Child's Name:

Date of Birth:

Age:

Grade:

Annual Date of IEP Meeting:

Duration of the IEP:

Date of Next Annual IEP Meeting:

FOT8- Compliance:

☐ Date of next annual is within 364 days of annual meeting date

Date of Re-Evaluation:

Date(s) of Amended IEP:

Case Manager:

School/Program:

Parent/Guardian Name:

Child's Address:

City, State, ZIP:

State Agency Client? ☐ YES ☐ NO

IEP Quick Reference Document

- Amended for each cohort
- **RED** reflects Compliance
- **BLUE** reflects Best Practice

Quick Reference Checklists

2. DISABILITY

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

Compliance:

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

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	<input type="checkbox"/> YES <input type="checkbox"/> NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Is the child deaf or hard of hearing?	<input type="checkbox"/> YES <input type="checkbox"/> NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input type="checkbox"/> NO
H. Does the child have academic needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
I. Does the child have functional/developmental needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

Quick Reference Checklists

Child's Name:

Date of Birth:

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

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

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

- ☐ **Best Practice:** Present level is baseline data for the corresponding goal
- ☐ **Best Practice:** Avoid a range of data (60-70%) and subjective words e.g., sometimes, often, seems to, etc.

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

Progress:

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

SBG3- Compliance:

- ☐ **Must be measurable**
- ☐ **Must include measurement data**
- ☐ **Cannot be specific curriculum or standard scores**
- ☐ **Best Practice:** Focus goal on specific skill deficits e.g., fluency, comprehension, addition/subtraction
- ☐ **Best Practice:** Measured using skill specific measurements/assessments, data collected through teacher observation, checklist/daily log, running records, work samples

SBG4- Compliance:

- ☐ **Compliance:** Cite standard
- ☐ **Can be Common Core, Maine Learning Results, Guiding Principles and/or district adopted standards**

SBG5- Compliance:

- ☐ **Every goal needs to be aligned to a service in Section 7**

Objective(s) required? ☐ Yes ☐ No

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

ALT2- Compliance:

- ☐ **If the child participates in the Alternate Assessment, their academic goals MUST have objectives.**

Quick Reference Checklists

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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction				
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services				
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other				

SVC2- Compliance:

- ☐ Child's needs drive services and frequency, not school schedule
- ☐ Location can be Special Education, General Education or Both
- ☐ Document frequency in parent friendly, understandable terms
- ☐ Service time is actual delivery time of SDI provided
- ☐ Do NOT include content areas (SS, Science) in Service Grid
- ☐ Responsible position is certified staff only (no ed tech or assistants)
- ☐ Best Practice: Every service in Section 7 needs to align to a goal in Section 5, including consultation

SVC4- Compliance:

- ☐ All services are found on service provider schedules

Quick Reference Checklists



Form for the Determination of Adverse Effect on Educational Performance

Maine Unified Special Education Regulations (MUSER VII.3)

Date of Meeting:			SAU:	
Child's Name:			School:	
Date of Birth:	Grade:		School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Reason for use of form: ☐ Initial Eligibility ☐ Continuing Eligibility/Dismissal
☐ **Best Practice: Document reason for use of form**

This form is to be used to consider eligibility for all disability categories except Specific Learning Disability, Speech or Language Impairment, and Deaf-Blindness.

Adverse effect/Adversely affects definition (MUSER II.3)

The word "adverse" commonly means "harmful, impeding, obstructing, or detrimental." To "adversely affect" means to have a negative impact that is more than a minor or transient hindrance, evidenced by findings and observations based on data sources and objective assessments with replicable results. An adverse effect on educational performance does not include a developmentally appropriate characteristic of age/grade peers in the general population.

☐ **Best Practice: Document conversation/completion of the form in Written Notice**

I.A. The IEP Team has reviewed the following assessment(s) or data source(s) to determine adverse effect resulting from the child's disability [check one of the boxes in each category and provide verification by describing the data that supports the determination as to whether or not adverse effect is demonstrated]:

* N/A=not available

Compliance: Entire Form

- ☐ **Decision is based on a variety of sources**
- ☐ **Information from sources is documented for Yes or No**

Best Practice: Entire Form

- ☐ **Check the correct box for each question**
- ☐ **Include summaries and explanations according to form directions**

Adverse Effect Quick Reference Document

- Amended for each cohort
- **RED** reflects Compliance
- **BLUE** reflects Best Practice

Child's Name: _____

Date: _____

1. Do standard or percentile scores on nationally-normed, individually-administered achievement test(s), or for children ages 3 to 5, appropriate multi-domain nationally-normed test(s) or rating scale(s), demonstrate adverse effect?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A* <input type="checkbox"/>
Verification: <input type="checkbox"/> Compliance: Information from sources is documented <input type="checkbox"/> Best Practice: include data source (evaluation/assessment) and data (scores) <u>Examples of data sources:</u> <u>3-5 yo:</u> WPPSI, ADOS <u>K-12:</u> WJ, WIAT, OWLS, GORT, Test of Word Reading Efficiency			
2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum-based measures, demonstrate adverse effect?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A* <input type="checkbox"/>
Verification: <input type="checkbox"/> Compliance: Information from sources is documented <input type="checkbox"/> Best Practice: include data source (evaluation/assessment) and data (scores) <u>Examples of data sources:</u> NWEA, PSAT, SAT			
3. Do any reports prepared by the SAU or presented by the parent/guardian that reflect academic or functional performance document adverse effect?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A* <input type="checkbox"/>
Verification: <input type="checkbox"/> Compliance: Information from sources is documented <input type="checkbox"/> Best Practice: include data source (evaluation/assessment) and data (scores) <u>Examples of data sources:</u> <u>3-5 yo:</u> ABAS, CDS Eligibility Observation Summary <u>K-12:</u> Vinland scores, ABAS scores, academic grades, reports by parents or outside providers, reports of whether the child meets standards in standards-based system			

Quick Reference Checklists

Compliance
Best Practice



Specific Learning Disability Eligibility Form Maine Unified Special Education Regulations (MUSER VII.2.L)

Date of Meeting:			SAU:	
Child's Name:			School:	
Date of Birth:	Grade:		School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Specific Learning Disability definition (MUSER VII.2.L):

The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, or intellectual disability, or emotional disability or environmental, cultural or economic disadvantage.

Compliance: Entire Form

- ☐ Decision is based on a variety of sources
- ☐ Information from sources is documented for Yes or No

Best Practice: Entire Form

- ☐ Check the correct box for each question
- ☐ Include summaries and explanations according to form directions
- ☐ Best Practice: Document conversation/completion of the form in Written Notice
- ☐ Best Practice: Utilize the [Clinical Guidance on Implementation- For the Identification of Students Suspected of Having a Specific Learning Disability-2017 \(masponline.net\)](#)

Specific Learning Disability Quick Reference Document

- Amended for each cohort
- **RED** reflects Compliance
- **BLUE** reflects Best Practice

Child's Name:

Date:

Part A: Qualifying Considerations

- Does evidence from multiple valid and reliable sources demonstrate that the child is achieving adequately for the child's age and is meeting State-approved grade level standards in all of the areas below? (MUSER VII.2.L(2)(a)(i))

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

☐ Best Practice: Check the correct box (Y/N)

For children from diverse cultural and/or linguistic backgrounds that place them outside the group on which standardized achievement tests were normed, consider only age or grade equivalent scores, not standardized scores. For such children, determinations in this section should be made using a multi-tiered problem-solving approach such as analysis of work samples and other performance data. (MUSER VII.2.L(2)(a)(c)).

If the answer to Question 1 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Provide data supporting that determination in the area below marked "Verification" and proceed to Question 8.

If the answer to Question 1 is **NO**, indicate below the areas in which the child is not achieving adequately. Provide data supporting that determination in the area marked "Verification" and proceed to Question 2.

Oral expression <input type="checkbox"/>	Reading fluency skills <input type="checkbox"/>
Listening comprehension <input type="checkbox"/>	Reading comprehension <input type="checkbox"/>
Written expression <input type="checkbox"/>	Mathematic calculation <input type="checkbox"/>
Basic reading skill <input type="checkbox"/>	Mathematics problem-solving <input type="checkbox"/>

Verification:

- ☐ **Compliance: Information from sources is documented**
- ☐ **Best Practice: include data source (evaluation/assessment) and data (scores)**

Examples of data sources: age normed, standardized assessments of academic achievement, state-wide or district-wide assessments, curriculum-based assessments, and classroom assessments based on state standards.

Quick Reference Checklists

Compliance
Best Practice



Speech or Language Impairment Eligibility Form Maine Unified Special Education Regulations (MUSER VII.2.K)

Date of Meeting:			SAU:	
Child's Name:			School:	
Date of Birth:	Grade:		School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

A child must meet **at least one of the four** criteria listed and to such a degree that it **adversely affects** educational performance and requires special education for the child to benefit from his/her education program. **This form is to be completed by the IEP Team whenever there is a meeting to determine eligibility or consider a change in eligibility (including dismissal from special education).**

☐ **Best Practice:** Document conversation/completion of the form in Written Notice

Speech/Language Impairment Quick Reference Document

- Amended for each cohort
- **RED** reflects Compliance
- **BLUE** reflects Best Practice

Child's Name: _____

Date: _____

Compliance: Entire Form

- ☐ Decision is based on a variety of sources
- ☐ Information from sources is documented for Yes or No
 - IEP Team must first complete the four severity rating scales that follow
 - If No due to checking "No Assessment Needed" on Severity Rating Scale, verification should indicate: "Not an area of suspected disability"

Best Practice: Entire Form

- ☐ Check the correct box for each question
- ☐ Include summaries and explanations according to form directions
- ☐ Sources of verification could include: standardized assessments, language samples, checklists, criterion-referenced assessments, rating scales

1. Does the child exhibit an articulation impairment based on the articulation severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification: <input type="checkbox"/> Compliance: Information from sources is documented OR "Not an area of suspected disability"		

2. Does the child exhibit a language impairment based on the language severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification: <input type="checkbox"/> Compliance: Information from sources is documented OR "Not an area of suspected disability"		

3. Does the child exhibit a fluency impairment based on the fluency severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification: <input type="checkbox"/> Compliance: Information from sources is documented OR "Not an area of suspected disability"		

4. Does the child exhibit a voice impairment based on the voice severity rating scale?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Verification: <input type="checkbox"/> Compliance: Information from sources is documented OR "Not an area of suspected disability"		

If the team has checked YES to any of Questions 1-4, check YES on Question 5, then go to question 6. If not, check NO on Question 5; the child does not qualify as a child with a speech or language impairment.

Quick Reference Checklists



Compliance: ☐ Notice must be in understandable language 34 CFR 300.503 MUSER pg. 220-221
Appendix 1

Written Notice

Maine Unified Special Education Regulations (MUSER) Appendix I, 34 CFR 300.503

Compliance: ☐ Must be given to parents at least 7 days prior to implementation

Best Practice: ☐ Send 10 days prior to account for mail

Date Sent to Parent:			SAU:	
Child's Name:			School:	
Date of Birth:	Grade:		School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Date of Team Meeting:		Date amended IEP/IFSP sent, if parent requested a copy:	
Date of agreement for amendment without Team meeting:			

Best Practice: ☐ Include relevant dates

Written Notice must be given in accordance with MUSER Appendix 1, 34 CFR 300.503 for:

- ☐ Initial referral/eligibility (MUSER IV.2.D)
- ☐ Annual review and other IEP program/placement changes including graduation and revocation of consent for continued placement (MUSER XV)
- ☐ IFSP annual or 6 month review (MUSER VI.1.B.)
- ☐ Evaluation/re-evaluation (MUSER V.1.A (4) (i) & V.3.D.)
- ☐ Post-secondary goals and transition services (MUSER IX.3.A(1)(h))
- ☐ Transfer student (MUSER IX.3.B(5)(a)(i) and (ii))
- ☐ CDS/public school transition (MUSER VI.2.C(2))
- ☐ Transition from Part C to Part B (MUSER VI.2.C(1))
- ☐ Consent for Initial Placement (MUSER V.1.A(4)(a)(ii))
- ☐ Amendments after the annual IEP meeting (MUSER IX.3.C(4))
- ☐ Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

Best Practice: ☐ Check one (or multiple) to indicate purpose of the meeting

Reminder: per LD 489, the Individualized Education Program (IEP) Team for children identified under 619 must make a determination about extended school year (ESY) services at every IEP Team meeting; the IEP Team may make a determination about ESY services based on available data, including information about a child's disability, even if an interruption in service has not occurred; and, in accordance with the federal Individuals with Disabilities Education Act of 2004, 20 United States Code, sections 1400 to 1485 (2008), a regional site may not unilaterally limit the duration of ESY services.

Written Notice Quick Reference Document

- Amended for each cohort
- **RED** reflects Compliance
- **BLUE** reflects Best Practice

Child's Name: _____ Date: _____

Dear ,

At least 7 days prior to the date upon which the school unit proposes or refuses to initiate or change the identification, evaluation or educational placement or provision of early intervention services for your child age birth to 2 years, or a free appropriate public education (FAPE) to your child age 3 through 20 years, you must be provided the following notice (MUSER Appendix 1, 34 CFR 300.503):

Compliance: ☐ Must be given to parents at least 7 days prior to the date the SAU proposes or refuses to initiate or change identification, evaluation, or educational placement, or the provision of FAPE

- Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:

Compliance: ☐ Description of the action(s) proposed or refused

☐ Document date proposals/refusals will begin

Best Practice:

☐ Statements of all determinations made by the Team during the IEP meeting.

☐ Think of this as your outline or table of contents for the IEP being developed, so each section of the IEP should be discussed, and determinations made.

- Child Information: Parental waiver noted for IEP begin date
 - Statement of offer of Procedural Safeguards
 - Parents cannot waive 7-day notice if:
 - If parent doesn't attend the meeting
- Disability: Determinations of disability only at initial and reevaluation
 - Mention the form used to determine adverse effect
- Considerations: Document those the IEP Team agreed applicable
 - Behavior, ELL, communication needs, etc.
- Academic and Functional/Developmental Evaluations, Strengths and Needs:
 - List evaluations completed and/or data collected to make determinations
- Measurable annual goals: Determined by the IEP Team
- Supplemental Aids, Services, Modifications, and/or Supports: Determined by the IEP Team
- Special Education and Related Services: Determined by the IEP Team
 - Specifics to be determined at the local level

Quick Reference Checklists



Summary of Performance

Maine Unified Special Education Regulations (MUSER) V.3.F(2)(b)

Date Given to Child:	<input type="checkbox"/> Best practice: document date given - prior to his/her exit from high school, by graduation date or exit date		SAU:	
Child's Name:			School:	
Date of Birth:	Grade:		School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

☐ **Best practice: notify the child at the age of majority that the SAU will continue to send paperwork to the parent/guardian unless the child directs the SAU to stop.**

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Act (IDEA) 34 CFR 300.305(e)(3) and must be completed on this form and format. The SOP is important to assist the children graduating from high school to higher education, training and/or employment. The SOP is needed for children graduating with a standard diploma and for children who have exceeded the age of eligibility (age 20) for special education services.

These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for Section 504 services in a post-secondary education or employment setting. Post-secondary settings will continue to make eligibility decisions on a case-by-case basis when a child self identifies to a post-secondary institution.

Section I: Summary of Academic Achievement

The following is a summary of the child's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate section below).

Specifically discuss the child's current level of academic performance, summarizing the strengths and needs of the child. Including but not limited to:

- ☐ Reading (comprehension, fluency)
- ☐ Math (calculations, algebraic problem solving)
- ☐ Language (written, speaking, listening, spelling)
- ☐ Learning skills (work habits, note taking, keyboarding, organization time management, assignment completion, study skills, test taking skills)
- ☐ How the child has progressed towards meeting grade level standards
- ☐ How the child's disability affected his/her schoolwork and school activities and supports that were tried and found successful
- ☐ Use student friendly language-they should know their strengths and weaknesses
- ☐ **Best practice: include data from transcripts, evaluations, report cards, etc.**

Summary of Performance Quick Reference Document

- Amended for each cohort
- **RED** reflects Compliance
- **BLUE** reflects Best Practice

Child's Name: _____

Date: _____

Section II: Summary of Functional Performance

The following information is a summary of the child's functional performance, i.e., life/community access skills and vocational skills, essential accommodations/modifications and/or assistive technology that may have been utilized in accessing the high school environment.

Functional performance information is intended to help postsecondary institutions consider accommodations for access. Reference the accommodations and modifications that were beneficial to the child.

Use the present level of functional performance section of the IEP, including but not limited to:

- ☐ General ability to problem solve (reasoning and processing)
- ☐ Attention and executive functioning, memory, processing speed, impulse control, activity level
- ☐ Social work, counseling, speech, PT, and OT input
- ☐ Behavior: interaction with others, responsiveness to services
- ☐ Extra-curricular activities, confidence in activities
- ☐ Persistence in the learning environment
- ☐ Independent living skills, such as selfcare level, leisure skills, personal safety, transportation and money skills
- ☐ Environmental access/mobility (assistive technology, mobility, transportation)
- ☐ Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals)
- ☐ Career/employment (interests, experiences, exploration, aptitudes)

Today's Focus

Laws and Regulations	Procedural Manual Maine Unified Special Education Regulations - MUSER
Quick Reference Checklists	IEP Eligibility Forms
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
OTHER	Self-Assessment

Information Sheets

These documents outline the regulatory expectations in a 1-2 page document that make it easier to understand and reference.



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](#)

Information Sheet –

Abbreviated Day

MUSER – Abbreviated Day

- **Abbreviated school day (page 3)** – Abbreviated school day means any day that a child eligible under this chapter attends school or receives educational services for less time than age/grade peers without disabilities within the same school and/or school program.
- **MUSER X.2.A(4) – Tutorial Instruction (page 114)**
 - Tutorial instruction is to be used in conjunction with abbreviated school day (Section VI.2.L) or Discipline of Children with Disabilities (Section XVII), but in no other circumstances.
- **MUSER VI.2.L - Abbreviated School Day (page 69-71)**
 - **Does not apply to change in placement under Section XVII, Discipline of Children with Disabilities**
 - Initiated only by the IEP team for one of two reasons:
 - The child's individual educational needs
 - The child's individual medical needs
 - Abbreviated school day for more than 10 days is considered change of placement and can be made only by the IEP team.
 - Based on educational needs, IEP team must:
 - Address how the student will access general curriculum and IEP services
 - Address how student will participate in assessments
 - Develop revised IEP
 - re-entry plan – no longer than 45 calendar days
 - actions the SAU will take to assist the child participate in a full day of school
 - Document basis for abbreviated day in WN
 - If student does not return to full day within 45 calendar days
 - IEP team must reconvene every 20 school days
 - Review progress toward return
 - Review progress in education setting
 - Determine what setting will allow the student to progress
 - Based on medical needs, IEP team must:
 - Consider medical needs identified by qualified medical professional(s)
 - Address how the student will access general curriculum and IEP services
 - Address how student will participate in assessments
 - Document basis for abbreviated day in WN
 - IEP team must meet at least every 90 calendar days
 - Review progress and amend IEP as necessary
 - IEP team reconvenes when student is medically able to increase school day

Abbreviated Day - Educational

Finding	What	Where
ADWN	Basis of Abbreviated Day – Educational or Medical Only	WN
ADLR	LRE Percentage is based on full school day	IEP 8
ADE1	How the student will access curriculum and IEP services	IEP 6&7, WN
ADE2	How the student will access assessments	IEP 6, WN
ADE3	Revised IEP including: <ul style="list-style-type: none"> ➢ Re-entry plan – no longer than 45 calendar days ➢ Actions the SAU will take to assist the child to participate in full day 	IEP, WN
ADE4	If more than 45 calendar days, IEP team must convene every 20 school days	AWN, WN
ADE5	Documentation that 20-day meeting addresses the following: <ul style="list-style-type: none"> ➢ Review progress toward return ➢ Review progress in education setting ➢ Determine what setting will allow the student to progress 	AWN, WN
ADE6	Revised IEP addresses reason for abbreviated day (i.e. FBA, behavior plan, counseling, gaps/goals/services/accommodations)	IEP, WN

Abbreviated Day - Medical

Finding	What	Where
ADWN	Basis of Abbreviated Day – Educational or Medical Only	WN
ADM1	How the student will access curriculum and IEP services	IEP 6&7, WN
ADM2	How the student will access assessments	IEP 6, WN
ADM3	Team must meet every 90 calendar days to review progress and amend IEP as necessary	AWN, IEP, WN
ADM4	IEP Team reconvenes when student is medically able to increase school day	AWN, WN

Information Sheet – Abbreviated Day

[Abbreviated Day Fun Facts.pdf \(maine.gov\)](#)

Abbreviated Day Webinar	<u>Special Services Office Hours - Abbreviated Day (10/11/23) (youtube.com)</u>
Corresponding Abbreviated Day PowerPoint	<u>Microsoft PowerPoint - 10.11.2023 Abbreviated Day.pptx (maine.gov)</u>

Information Sheets

Disciplinary Removals

MUSER – Disciplinary Removals

Section XVII, Discipline of Children with Disabilities (pg 187-196)

- Removal from current placement
 - Child who violates code of conduct may be removed from current placement for not more than 10 consecutive school days to appropriate interim alternative educational setting, another setting, or suspension. May be additional removals of not more than 10 days in the same school year for separate incidents of misconduct. (MUSER XVII.1.B(1))
 - Change in placement (MUSER XVII.7) (34 CFR 300.536)
 - The removal is for more than 10 consecutive school days; **or**
 - The child has been subjected to a series of removals that constitute a pattern—
 - Because the series of removals total more than 10 school days in a school year;
 - Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; **and**
 - Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
 - Special Circumstances (MUSER XVII.1.G)
 - Student may be removed to an interim alternative educational setting for not more than 45 school days without regard to manifestation determination if the child:
 - Carries a weapon or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an SAU;
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an SAU; or
 - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an SAU.
- Services during removal for 10 school days (not more than 10 consecutive school days, not change of placement)
 - After a child has been removed from current placement for 10 school days (**MUSER does not specify consecutive days here**) in the same school year, services must be provided during any subsequent days of removal. (MUSER XVII.1.B(2))
 - Education services to enable the child to continue to participate in the general education curriculum and progress in IEP goals. (MUSER XVII.1.D(4))
 - School personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed. (MUSER XVII.1.D(4))
 - If the SAU provides services to all children who have been removed for 10 school days or less, those services must also be provided to a child with a disability removed for 10 school days or less. (MUSER XVII.1.D(3))
- Change of placement (MUSER XVII.7) (34 CFR 300.536)
 - Manifestation Determination
 - Within 10 days of removal that results in change of placement, IEP team must review all relevant information in student's file and determine if conduct was caused by, or had a direct and substantial relationship to, the child's disability (MUSER XVII.1.E(1)(a)) or was the direct result of the SAU's failure to implement the IEP (MUSER XVII.1.E(1)(b)).
 - If direct result of failure to implement the IEP, the SAU must take immediate steps to remedy those deficiencies. (MUSER XVII.1.E(3))

- If not determined to be manifestation of disability (MUSER XVII.1.C) or weapon, drugs, serious bodily injury (MUSER XVII.1.G)
 - Education services to enable the child to continue to participate in the general education curriculum and progress in IEP goals. (MUSER XVII.1.D(1)(a))
 - Child must receive, **as appropriate**, a functional behavior assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. (MUSER XVII.1.D(1)(b))
- If determined to be manifestation of disability (MUSER XVII.1.E)
 - SAU must conduct a functional behavioral assessment and implement a behavioral intervention plan (MUSER XVII.1.F(1)(a)), **or**
 - If an FBA was already conducted prior to change of placement (MUSER XVII.1.F(1)(a)) and behavioral intervention plan has been developed, plan must be reviewed and modified, as necessary, to address the behavior. (MUSER XVII.1.F(1)(b))
 - Child must be returned to placement from which they were removed, unless parent and SAU agree to change of placement as part of modification of behavioral intervention plan. (MUSER XVII.1.F(2))
 - Exception for weapon, drugs, serious bodily injury. (MUSER XVII.1.G)
- Notification (MUSER XVII.1.H)
 - On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the SAU must notify the parents of that decision, and provide the parents the procedural safeguards.
- Placement during appeal (MUSER XVII.4) (34 CFR 300.533)
 - When an appeal has been made by either the parent or the SAU, the child must remain in the interim alternative educational setting pending the decision of the hearing officer.
- Protections for Children Not Determined Eligible for Special Education and Related Services (MUSER XVII.5) (34 CFR 300.534)
 - A child who has not been determined to be eligible for special education may assert any of the protections provided if the public agency had knowledge that the child was a child with a disability before the behavior occurred. (MUSER XVII.5.A)
 - Basis of knowledge (MUSER XVII.5.B)
 - The parent expressed concern in writing that the child is in need of special education and related services
 - The parent requested an evaluation
 - The teacher or other personnel of the SAU expressed specific concerns about a pattern of behavior
 - Exception if the parent has not allowed evaluation or refused services or if the child was evaluated and found not eligible for services as a child with a disability. (MUSER XVII.5.C)
 - If evaluation is requested during removal: (MUSER XVII.5.D(2))
 - Evaluation must be conducted in an expedited manner
 - Child remains in the educational placement determined by school authorities
 - This can include suspension or expulsion without educational services
 - If the child is determined to be a child with a disability, the agency must provide special education and related services in accordance with MUSER XVII.

Information Sheets

Communities Without Schools

MUSER – Communities without Schools

- **Communities without Schools (page 151)** – In order to avoid placing undue burden on communities without schools, while recognizing the responsibility to provide FAPE to the children with disabilities residing there, the Department will conduct monitoring activities for those SAUs as follows
 - Sending SAU must provide a list of its resident students with disabilities and the schools they attend
 - Each SAU receiving a student from a community without schools will submit evidence as requested by the department to document that it is meeting program requirements for those students
 - The Department will review the evidence and proceed in accordance with paragraph 3 (General Supervision System Activities) and 4 (Approval/Enforcement Activities) under Section XII, General Supervision System (page 149), and provide written notification regarding findings of non-compliance and requirements for correcting non-compliance to the superintendent of the sending SAU with a copy to the director of special services of the receiving SAU.
 - The sending SAU will work with the receiving SAU to correct non-compliance.
 - The superintendent of the sending SAU will submit to the Department a copy of letters to each of the receiving SAUs granting them authority to commit resources on behalf of the sending SAU and providing to it the sending SAU's Child Find and Referral policies.

Sending SAU	Receiving SAU	DOE
<ul style="list-style-type: none">•List of students with disabilities and the school they attend•Work with receiving SAU to correct non-compliance•Superintendent submit to DOE copies of letters to each receiving SAU granting authority to commit resources on the sending SAU's behalf•Superintendent will provide to DOE their Child Find and Referral policies.	<ul style="list-style-type: none">•Submit evidence as requested by DOE to document program requirements for students	<ul style="list-style-type: none">•Review evidence•Follow guidelines for (MUSER XIII.3) and (MUSER XIII.4)•Give written notice of non-compliance and requirements for correcting non-compliance to the superintendent of the sending SAU and a copy to the receiving SAU director of special services.

Information Sheet –

Initial Evaluation Timeline

1. Referral Submitted

2. Receipt of Referral

- ❖ SAU must define what date constitutes the receipt of referral. All referrals to the IEP Team must be acted upon in a timely manner.

3. Consent to Evaluate-Sent

- ❖ The IEP Team will review data, with or without a meeting, and determine the need for additional evaluations. A consent to evaluate form must be **sent within 15 school days**, of the receipt of referral.

4. Received Consent-Signed

- ❖ **Public schools**-initial evaluations must be **completed within 45 school days** of receiving parental consent.
- ❖ **CDS**-initial evaluations must be **completed within 60 calendar days**.

5. IEP Team Meeting: Review Evaluations & Eligibility

- ❖ **Within the timeframe (45 school days)** meet to determine if the child is a child with a disability.
- ❖ If a disability is determined, an IEP must be developed.

6. Initial Consent for Services

- ❖ Informed consent from the parent must be obtained before providing services.

7. Initial IEP

- ❖ An IEP Team Meeting to develop an IEP must be conducted **within 30 calendar days of determination** that the child needs special education and related services.**
- ❖ A copy of the IEP must be given to the parents **within 21 school days** of the IEP Team Meeting.

8. Initial IEP Implementation

- ❖ The IEP will be implemented **as soon as possible** following the IEP Meeting, but **no later than 30 calendar days after initial identification**.

Information Sheets

Least Restrictive Setting

MUSER – Least Restrictive Environment

- **MUSER VI.2.I - IEP Team responsibility (page 68)**
 - The IEP Team should work toward consensus, but the SAU has ultimate responsibility to ensure that the child's placement is in the least restrictive educational placement.
- **MUSER X.2.A(4) – Tutorial Instruction (page 114)**
 - The IEP Team may consider tutorial instruction as a component of a child's program while assuring consistency with the federal requirements of least restrictive environment.
 - Federal requirements below: 20 USC 1412(a)(5) and 34 CFR 300.114
 - Tutorial instruction is to be used in conjunction with abbreviated school day (Section VI.2.L) or Discipline of Children with Disabilities (Section XVII.), but in no other circumstances.
- **MUSER X.2.B – Placement (page 120) - [20 USC 1412(a)(5) and 34 CFR 300.114]**
 - To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled.
 - Removal of students with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Information Sheets

Parentally Placed

MUSER-Parentally Placed Private School Child

- See also: [OSEP QA 22-01](#) – Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools
- **Parentally Placed Private School Child (page 8)** – Parentally placed private school child means a child who has been placed in a private school approved for purposes of compulsory attendance pursuant to 20-A MRSA 5001-A(3)(A)(1)(a), or recognized by the Department as providing equivalent instruction pursuant to 20-A MRSA 5001-A(3)(A)(1)(b) by his/her parent and whose education is paid for with private funds. A child who attends a private school pursuant to a contract with a school administrative unit does not operate public schools, or contract for school privileges, is not a parentally placed private school student for purposes of this rule, even in cases where the parent is allowed to select the school the child attends. In addition, children who are unilaterally placed in private schools by their parents when FAPE is at issue are not parentally placed private school students for purposes of this rule, so long as the parent has provided notice pursuant to IV.G(3)(d) of this rule. In cases when parents unilaterally placed their child in a private school when FAPE is at issue, the district of residence remains responsible for offering an IEP for the child and the district where the private school is located is obligated to offer an individual service plan.
- **MUSER IV.4.G-Responsibility for Children with Disabilities Enrolled by Their Parents in Private Schools (page 29-37)**
 - **Children enrolled in private schools by their parents.**
 - Child Find
 - SAU must locate, identify and evaluate all children enrolled in private placement within their district
 - SAU is responsible for keeping track of and reporting to the state the number of children with disabilities and number of children receiving services
 - Services
 - SAU must include private school representatives and parents of the student when developing special education programming and obtain written affirmation of participation.
 - SAU must initiate and conduct meetings to develop, review, and revise an IEP
 - Specific special education services and related services will be provided by the SAU
 - Services may be provided to the student at the private school
 - Services will be provided by employees of a public agency or through contract by the public agency with outside service providers
 - Special education and related services provided including materials and equipment, shall be secular, neutral, and non-ideological
 - If a parent does not provide consent for initial or reevaluation, the SAU may not use consent to override procedures (MSUER XV. Parental Consent) and the SAU is not required to consider the child eligible for services under 34 CFR 300.132 through 300.144.[34 CFR 300-300(d)(4)(i, ii)]
 - Funds
 - Funds used to provide special education and related services will be administered by the public agency
 - SAU is responsible to use Federal funds to pay for services provided; state and local funds may supplement and in no case will supplant Federal funds
 - **Children placed in, or referred to, private schools by public agencies.**
 - A child with a disability who is placed in or referred to a private school or facility by an SAU is provided special education and related services in accordance with their IEP, at no cost to their parents, and has all rights of a child with a disability who is served by a public agency
 - The SEA must monitor compliance through procedures such as written reports, onsite visits, and parent questionnaires

- SEA will provide an opportunity for those private schools and facilities to participate in the development and revision of state standards that apply to them
- **Payment for education of children enrolled in private schools without consent of or referral by the public agency.**
 - SAU does not have to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if that agency made a free appropriate public education available to the child and the parents elected to place the child in such private school or facility
 - Disagreements between the parents and a public agency about FAPE, are subject to the due process procedures in 34 CFR 300.504-300.520. [Section XVI] [34 CFR 300.148(b)]
 - A court or hearing officer may require the agency to reimburse the parents for the cost of enrollment in a private preschool, elementary school or secondary school without the consent of or referral by the public agency, if they find that the agency had not made a free and appropriate public education available to the child
 - Reimbursement may be reduced or denied if:
 - parents did not inform the IEP Team that they were rejecting placement proposed
 - parents did not give written notice at least ten (10) business day prior to removal of the child
 - parents did not make the child available for evaluations recommended by the public agency, prior to the parents' removal of the child from the public school
 - Reimbursement may NOT be reduced or denied for failure to provide notice if:
 - The school prevented the parent from providing notice
 - Parents had not received notice, of the notice requirement [Section XV Communication of Procedural Safeguards]
 - Compliance would result in physical harm to the child
 - Court or hearing officer finds parent is illiterate or cannot write in English or compliance would likely result in serious emotional harm to the child

Information Sheets

Task	Timeline
Advanced Written Notice	Sent to parents at least 7 days prior to scheduled IEP Meeting (MUSER VI.2.A, pg. 57)
Waiver of 7-day Notice for an IEP Meeting	Must sign here on AWN whenever the IEP meeting is held less than 7 days from when notice was provided (MUSER XIX.2, pg. 214; Procedural Manual pg. 5)
Annual IEP Review	Held within 364 days from the previous year's annual IEP meeting (MUSER IX.3.D(1)(a), pg. 102; Procedural Manual pg. 15)
Date of Reevaluation	3 years from the date of the IEP meeting of initial or previous evaluations were viewed (MUSER V.1.B(2)(b), pg. 44; Procedural Manual pg. 15)
Written Notice	At least 7 days prior to the date upon which the SAU takes any proposed action or refuses to act (34CFR 300.503; MUSER XV, pg. 220; Procedural Manual pg. 88)
Seven Day Waiver	Must be documented in Section 1 of the WN , a parent's decision to waive their right to Written Notice (WN) 7 days prior to any proposed or refused action being taken by the SAU (MUSER XIX.2.D, pg. 215; Procedural Manual pg. 61)

Task Timeline

Task	Timeline
Evaluations-Copy to Parents	A copy of the evaluation report must be provided to the parent at least 3 days prior to the IEP Team Meeting at which the evaluation will be discussed (MUSER VI.2.A, pg. 57)
Evaluations-Completion	Public schools -evaluations must be completed within 45 school days of receiving parental consent CDS -evaluations must be completed within 60 calendar days (MUSER V.1.A(3)(a)(i), pg. 40)
IEP-Copy to Parents	A copy of the IEP must be given to the parents within 21 school days of the IEP Team Meeting (MUSER VI.2.H(6), pg. 67; Procedural Safeguards pg. 14)
Post-Secondary Transition Plan	When a child is in 9th grade , but no later than when the child is 16 , whichever comes first (MUSER VI.C(3)(b), pg. 63; Procedural Safeguards pg. 38)
Transition from CDS to Public School	CDS will set up joint IEP Team Meetings in the spring (April 1st-June 15th) for children entering public school kindergarten in the fall (MUSER VI.C(2)(a), pg. 61-62)
Summary of Performance (SOP)	Must be completed during the final year of a child's high school education (34 CFR 300.305(e)(3); MUSER V.3.F(2)(B), pg. 50; Procedural Safeguards pg. 82)

Task	Timeline
Procedural Safeguards	Must be given upon initial referral for evaluation and one time per school year (34 CFR 300.504; MUSER XV, pg. 219)
Consent to Evaluate-Initial Evaluations	The IEP Team will review data, with or without a meeting, and determine the need for additional evaluations. A consent to evaluate form must be sent within 15 school days , of the receipt of referral (MUSER IV.2.E, pg. 23)

Information Sheets

Written Notice

MUSER – Written Notice

Procedural Safeguards 34 CFR §300.503 (MUSER pg. 220-221)

Notice

- Your school administrative unit (SAU) must give you written notice (provide you certain information in writing), *at least 7 days prior to the date the school administrative unit:*
 1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth to 2 years, or a free appropriate public education (FAPE) to your child age 3 through 20 years; or*
 2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth through 2 years, or a FAPE to your child age 3 through 20 years.*

Content of Notice

The Written Notice must:

1. Describe the action *regarding the referral, evaluation, identification, programming or placement* that your SAU proposes or refuses to take;
2. Explain why your SAU is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report your SAU used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
5. Tell you how you can obtain a description of the procedural safeguards if the action that your SAU is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding *your rights under Part B of the IDEA, such as and the Due Process Office of the Maine Department of Education (207-624-6644), the Maine Parent Federation (1-800-870-7746), and Southern Maine Parent Awareness (1-800-564-9696)*
7. Describe any other choices that your child's individualized education program (IEP) Team, *which includes the parent, considered and the reasons why those choices were rejected;*
8. Provide a description of other reasons why your SAU proposed or refused the action.
9. *Include a summary of comments made by the parents, including the parents' description of their child's progress; and*
10. *Names and titles of each member.*

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your SAU must ensure that:

1. The notice is translated for you orally by other means in your native language or other mode of communication;
2. You understand the content of the notice; **and**
3. There is written evidence that 1 and 2 have been met.

Information Sheet –

IEP Meeting Checklist (example)

Before the Meeting	During the Meeting	After the Meeting
<p>Choose several IEP dates/times</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check with admin., teachers, etc. before speaking to parents <input type="checkbox"/> Call/email parents to schedule meeting with selected dates/times ready <input type="checkbox"/> Document dates you contacted parents <input type="checkbox"/> Determine set day and time and share it with the IEP Team <p>IEP Invite</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mail home IEP invite (Advance Written Notice) to parents <input type="checkbox"/> This must be sent at least 7 days prior to the scheduled IEP Meeting <input type="checkbox"/> Include Enclosures e.g., Procedural Safeguards, Evaluations <p><input type="checkbox"/> Send out teacher input form</p> <p>Review the current IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review current progress monitoring data <input type="checkbox"/> Are the IEP goals still appropriate and/or realistic? <p>Draft the new IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write proposed goals <input type="checkbox"/> Write proposed updated behavior intervention plan (if applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction of team members <input type="checkbox"/> Review rights and procedural safeguards <input type="checkbox"/> Purpose of meeting <input type="checkbox"/> Share concerns <input type="checkbox"/> Review current IEP-Goals/Programming/Assessment data <p>Reevaluation (if appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review evaluations <input type="checkbox"/> Determine eligibility <input type="checkbox"/> Complete eligibility form as Team <p>Transition (starting in 9th grade or year turning 16, whichever comes first)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals <input type="checkbox"/> Transition services <p>Determine components of IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengths and skill gaps <input type="checkbox"/> Present levels-baseline data of skill gaps <input type="checkbox"/> Measurable annual goals <input type="checkbox"/> Accommodations/modifications for instruction and assessment <input type="checkbox"/> Participation in state and district wide assessments and how they are assessed <input type="checkbox"/> Services needed <input type="checkbox"/> Placement (Least Restrictive Environment-LRE) <p><input type="checkbox"/> Determine ESY eligibility</p>	<p>Finalize Written Notice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mail home ideally within 3 days to provide at least 7 days prior notice of proposed or refused actions <p>Finalize IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Send home a copy within 21 school days of the IEP meeting <p>File documents</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advance Written Notice, Written Notice, IEP and any other documents filed in student file <input type="checkbox"/> Keep a copy of the new IEP for your records <p>Update tools for implementation of the IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data sheets <input type="checkbox"/> Create necessary materials <input type="checkbox"/> Instructional practices <input type="checkbox"/> Share updated IEP and/or accommodations with teachers or special area teachers that will have an impact in their classroom

Information Sheet –

Teacher IEP Input Form (example)

IEP Teacher Input Form

Student: _____

Teacher: _____ Date: _____

Strengths: _____

Concerns: _____

Functional Performance (e.g., social skills, friendships, attention, homework habits):

Current Grades/Comments:

Literacy (writing): _____

Literacy (reading): _____

Math: _____

Most Recent Benchmark Scores

NWEA Reading: (Year) _____ Fall/Spring Score- _____ %tile Rank- _____

NWEA Math: (Year) _____ Fall/Spring Score- _____ %tile Rank- _____

Brigance: _____

Letter ID uppercase: _____

Letter ID lowercase: _____

Sounds: _____

Sight Words: _____

Guided Reading Level (F & P): _____ Instructional/Independent

Accuracy- _____ Fluency- _____ Comprehension- _____

Writing Sample:

Type of writing (e.g., narrative, informational, opinion) _____

Strengths (e.g., details, mechanics, grammar, organization) _____

Weaknesses (e.g., details, mechanics, grammar, organization) _____

Math:

Rote Counting- _____

1-to-1- _____

Number ID- _____

Today's Focus

Laws and Regulations	Procedural Manual Maine Unified Special Education Regulations - MUSER
Quick Reference Checklists	IEP Eligibility Forms
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
OTHER	Self-Assessment

Model Self Assessment EMT 25-26 (Page 1 of 10)

Model Self Assessment EMT 25-26

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

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

* Required

Student First Name *

STUDENT

Student Last Name *

EXAMPLE

Student Date of Birth *

1/15/2015

Student Age *

10

Date of Annual IEP Meeting *

2/14/2025

Is the student a Multi-Lingual Learner? *

☐ Yes

☒ No

If the student attends a school outside of your SAU, please enter school here (SPPS, Regional Program, 60/40 School, Tuition to another SAU, etc.)

NA

Case Manager

SUZIE CASE MANAGER

Exceptionality Identification *

- ☒ Specific Learning Disability
- ☐ Other Health Impairment
- ☐ Autism
- ☐ Emotional Disability
- ☐ Speech or Language Impairment
- ☐ Multiple Disabilities
- ☐ Intellectual Disability
- ☐ Developmental Delay
- ☐ Traumatic Brain Injury
- ☐ Deafness
- ☐ Hard of Hearing
- ☐ Visual Impairment
- ☐ Orthopedic Impairment
- ☐ Deaf-Blindness

FOT8 - Section 1 *

IEP Team meeting at least annually,
34 CFR 300.324(b)(1)(i)

Yes

- Next annual date is within 364 days of last annual date

No

- Next annual date is not within 364 days of last annual date

☒ Yes

☐ No

Model Self Assessment EMT 25-26 (Page 1 of 10)



FOT7 - Section 1 *

IEP sent to parent within 21 school days.
34 CFR 300.322(f)

Yes

- The IEP was sent to the parents within 21 school days of the annual meeting.

No

- The IEP was not sent to the parents within 21 school days of the annual meeting.
- Date sent to parent is blank.

☐ Yes

☒ No

FOT7

Why is this non-compliant?

Case manager did not send IEP out in time

CIM1 - Section 3 *

Consideration of Special Factors
34 CFR 300.324(a)(2)

Yes

- Each question is answered.
- If yes, that consideration is addressed in the IEP with goals, services, and/or accommodations.

No

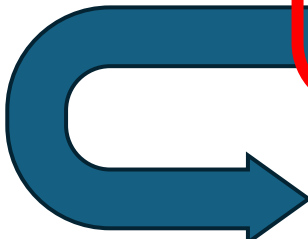
- There are blank boxes.
- Question is marked "Yes" but is not addressed in the IEP.

☒ Yes

☐ No

Next

Model Self Assessment EMT 25-26 (Page 1 of 10)



RAE1 - Section 4A *
Results of initial or most recent evaluations of the child.
34 CFR 300.324(a)(1)

Yes

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

No

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

☐ Yes

☒ No

RAE1
Why is this non-compliant?

Evaluation supporting Autism is missing from Section 4A

AFS1 - Section 4B *
Academic, functional, and/or developmental strengths of the child
34 CFR 300.324(a)(1)

Yes

- Documents the child's observable academic, functional and/or developmental strengths or relative strengths

No

- The child's strengths or relative strengths are not included

☒ Yes

☐ No

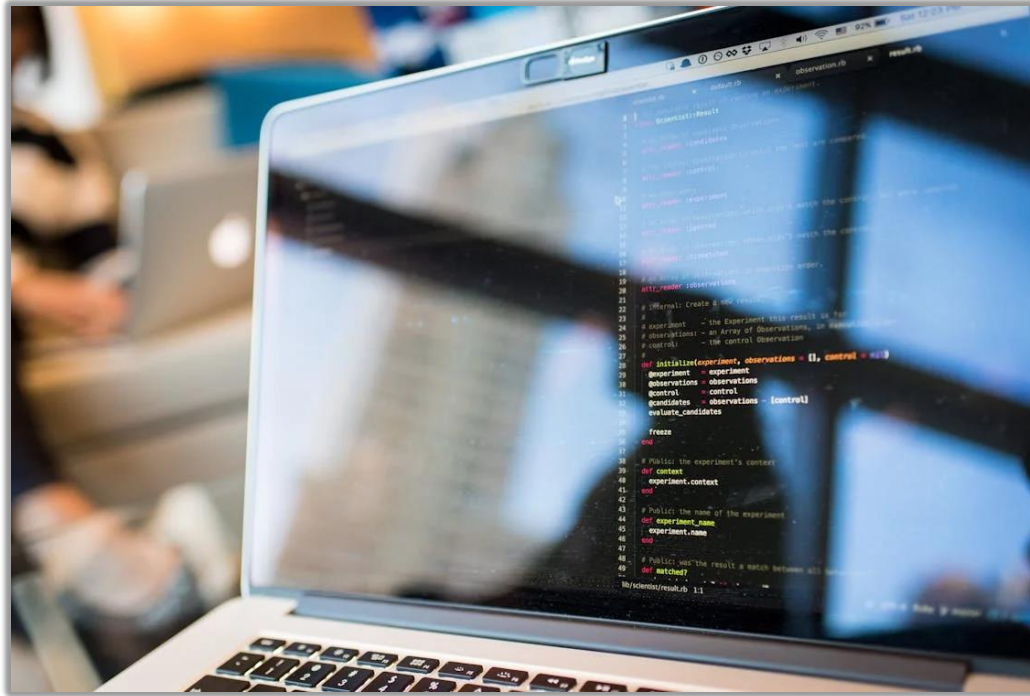
Model Self Assessment EMT 25-26 (Page 1 of 10)

The Model Self-Assessment tool can be used to review your own IEPs and can help identify any areas where there is non-compliance.

Your responses are not shared with the Supervision, Monitoring and Support team and are for your training purposes only.

This form is updated annually and aligns with the regulatory expectations that are in place for each cohort in audit.

Other Maine DOE Resources



Professional Learning Resources

Show 10 entries

Search:

IEP

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
Age-Appropriate Transition Assessments	3/28/2023	Transition Power Hour	YouTube	Slides
Alternate Assessment Process	1/25/2023	IEP & Forms	YouTube	Slides
Apprenticeships	12/06/2023	Transition Power Hour	YouTube	Slides
Career Explorations: Work-based Learning Opportunities	5/23/2023	Transition Power Hour	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

Showing 1 to 10 of 45 entries

Previous

1

2

3

4

5

Next

Professional Learning Resources

Title ▲	Date ▼	Category ▼	Link ▼	Link ▼
Eligibility Forms	5/14/2025	IEP & Forms	YouTube	Slides
Federal Indicators	3/22/2023	IEP & Forms	YouTube	Slides
Full B13 Transition Training	5/12/2024	IEP & Forms	YouTube	Slides
Full IEP Training	10/15/2024	IEP & Forms	YouTube	Slides
Goal Writing for Related Service Providers	5/8/2024	IEP & Forms	YouTube	Slides
How Community Case Managers can help the IEP Team	12/11/2024	IEP & Forms	YouTube	Slides
IEP Alignment	10/9/2024	IEP & Forms	YouTube	Slides
IEP Meeting Essentials	9/25/2024	IEP & Forms	YouTube	Slides
Least Restrictive Environment	3/13/2024	IEP & Forms	YouTube	Slides
Measurable Goals & Avoiding Outcomes	2/14/2024	IEP & Forms	YouTube	Slides

Showing 11 to 20 of 27 entries (filtered from 45 total entries)

Previous

1

2

3

Next

Professional Learning Resources

Title ▲	Date ▼	Category ▼	Link ▼	Link ▼
Multilingual Learner Document	2/15/2023	IEP & Forms	YouTube	Slides
Orientation & Mobility	12/13/2023	IEP & Forms	YouTube	Slides
Present Level of Performance	1/24/2024	IEP & Forms	YouTube	Slides
Resources	9/11/2024	IEP & Forms	YouTube	Slides
Special Education Law for General Education Teachers	4/10/2024	IEP & Forms	YouTube	Slides
Transition from CDS to Public School	3/12/2025	IEP & Forms	YouTube	Slides
Transition IEP: B13 & B14	3/7/2023	Transition Power Hour	YouTube	Slides

Showing 21 to 27 of 27 entries (filtered from 45 total entries)

Previous

1

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Next

Office Hours Schedule

**Office of Special Services & Inclusive Education
2025-2026 Professional Development Schedule
Presented by the Supervision, Monitoring and Support Team**

Office Hours: 2nd and 4th Wednesday of the Month
(Some months may vary due to holidays)

To register for any of the professional development sessions listed below, please click on the registration links provided below.

(You may also visit our Professional Development Calendar at: <https://www.maine.gov/doe/calendar>)

All professional development training sessions will be recorded.

Recordings can be found at: <https://www.maine.gov/doe/specialservices/professionallearning>

CONTACT HOURS WILL BE OFFERED FOR ALL PD OPPORTUNITIES

****This schedule is subject to change without notice – All changes will be updated on the calendar when possible****

**Supervision and Monitoring - 2025-26 Professional Development
Schedule - 6.5.2025.pdf**

Office Hours Schedule

Wednesday, 9/10/25 3:00-4:00	Resources
Wednesday, 9/24/25 3:00-4:00	Compliant versus Good IEPs Part 1
Wednesday, 10/8/25 3:00-4:00	Compliant versus Good IEPs Part 2
Wednesday, 10/22/25 3:00-4:00	Stress, Behavior and the Brain
Wednesday, 11/12/25 3:00-4:00	Inclusionary Practices
Wednesday, 12/10/25 3:00-4:00	Part C to Part B Transition
Wednesday, 1/14/26 3:00-4:00	Alternate Assessments

Office Hours Schedule

Wednesday, 1/28/26 3:00-4:00	ILAP and LAU Plan 101
Wednesday, 2/11/26 3:00-4:00	McKenney Vento 101
Wednesday, 2/25/26 3:00-4:00	Data Collection
Wednesday, 3/11/2 3:00-4:00	Transition from CDS to Public School
Wednesday, 3/25/26 3:00-4:00	Abbreviated Day
Wednesday, 4/8/26 3:00-4:00	Special Education Law for General Education Teachers
Wednesday, 5/13/26 3:00-4:00	Case Study
Wednesday, 5/27/26 3:00-4:00	Discipline and Manifestation Determination

Office Hours Schedule

Other scheduled PD:

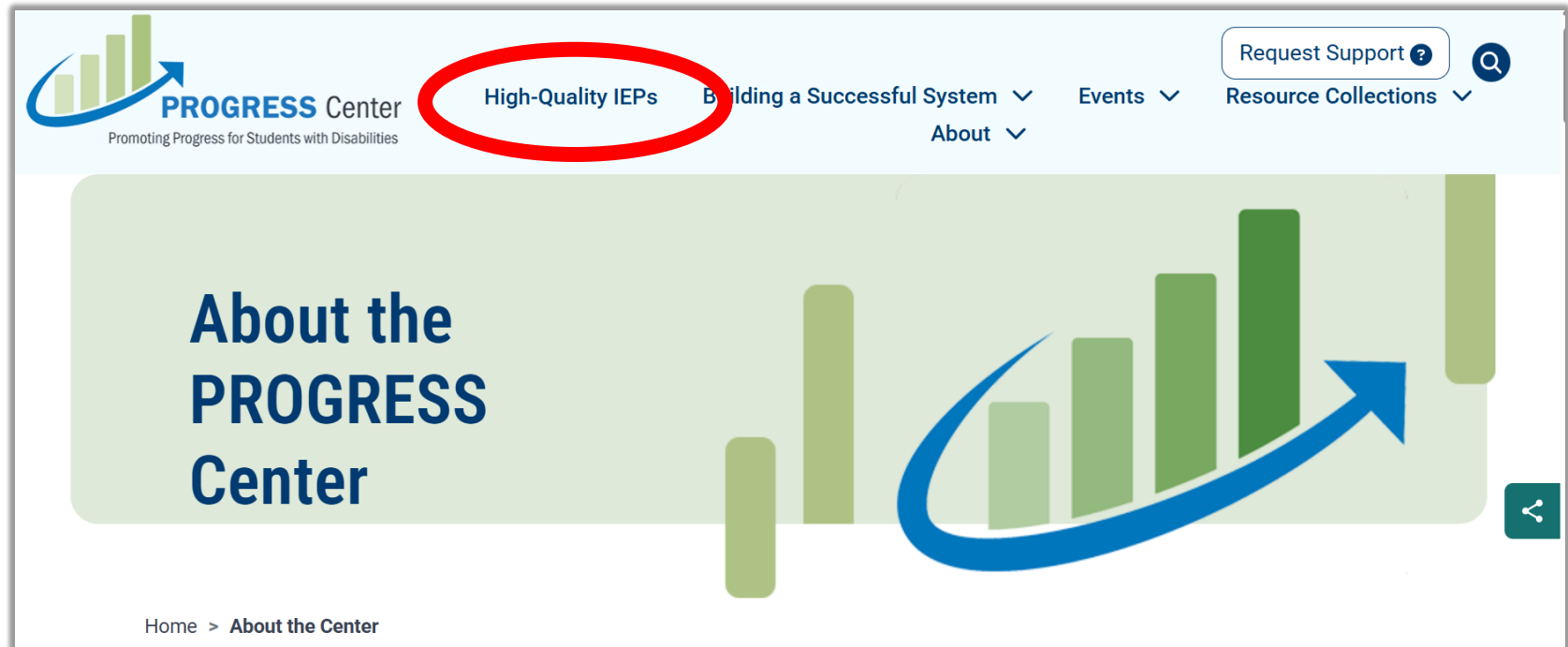
Tuesday, 10/15/25 9:00-11:00	STATEWIDE IEP TRAINING
Thursday 10/30/25 9:00-10:30	STATEWIDE B13 TRANSITION PLANNING TRAINING

Other Resources



Any outside links and websites shared in this PowerPoint are for information and reference only and are not endorsed in any way by the Maine Department of Education or the OSSIE team.

About the Center | Progress Center



The screenshot shows the top portion of the Progress Center website. The header is light blue and contains the Progress Center logo on the left, which includes a bar chart with an upward arrow and the text "PROGRESS Center Promoting Progress for Students with Disabilities". To the right of the logo is a navigation menu with the following items: "High-Quality IEPs" (circled in red), "Building a Successful System" with a dropdown arrow, "Events" with a dropdown arrow, "About" with a dropdown arrow, "Request Support" with a question mark icon, and "Resource Collections" with a dropdown arrow. A search icon is located to the right of the navigation menu. Below the header is a large green hero section with the text "About the PROGRESS Center" in large, bold, dark blue letters. To the right of the text is a large blue arrow pointing upwards and to the right, superimposed over a green bar chart. In the bottom left corner of the hero section, there is a breadcrumb trail: "Home > About the Center". In the bottom right corner of the hero section, there is a small green square icon with a white share symbol.

PROGRESS Center
Promoting Progress for Students with Disabilities

High-Quality IEPs Building a Successful System ▾ Events ▾ About ▾

Request Support ? 🔍

Resource Collections ▾

About the PROGRESS Center

Home > About the Center

High-Quality IEPs

High-Quality IEPs

Home > High-Quality IEPs



High-Quality IEPs

- ✓ IEP Components
- ✓ IEP Team & IEP Meeting
- ✓ IEP Implementation

Related Resources



Online Module

IEP Self-Paced Course Collection

Developed By PROGRESS Center
This collection of self-paced courses provides foundational information about the individualized education program (IEP), describes the role of the IEP ...
Individualized Education Program (IEP)



Tip Sheet

IEP Tip Sheet Series

Developed By PROGRESS Center
This series of tip sheets introduce key components of the individualized education program (IEP). They include brief summaries of federal ...
Individualized Education Program (IEP)



Video

What Do a Bike and an IEP Have in Common? Ensuring the Parts Work Together to Promote Progress

Developed By PROGRESS Center
This short video uses a bicycle analogy to explain how a well-designed individualized education program (IEP) provides free appropriate public ...
Individualized Education Program (IEP)

Show more



Tools

Looking for Connections: Ensuring the Parts of the IEP Work Together Activity

Developed By PROGRESS Center

This activity is intended to help educators and administrators analyze whether the parts of the individualized education program (IEP) work ...

Individualized Education Program (IEP)



Webinar

Pedaling Toward Progress: Understanding FAPE Through Legal Frameworks and Lessons Learned from the Field

Developed By PROGRESS Center

This webinar explores how the three dimensions of free appropriate public education (FAPE)—procedural, substantive, and implementation—are critical to ensure students ...

Individualized Education Program (IEP)
Implementation Examples

Show more

PROGRESS Center
At the American Institutes for Research | Promoting Progress for Students and Schools

Getting to Know Your IEP

About the Activity

The Individuals with Disabilities Education Act (IDEA) outlines seven required components of an individualized education program (IEP) (34 CFR 300.320).

1. Present levels of academic achievement and functional performance (PLAAFP) statement
2. Statement of measurable annual goals
3. Monitoring plan
4. Statement of services and aids

Tools

Getting to Know Your IEP Activity




Developed By PROGRESS Center

This activity is intended to help educators and administrators review and analyze their local IEP document to ensure they ...

Individualized Education Program (IEP)

IEP Tip Sheet Series

Downloads

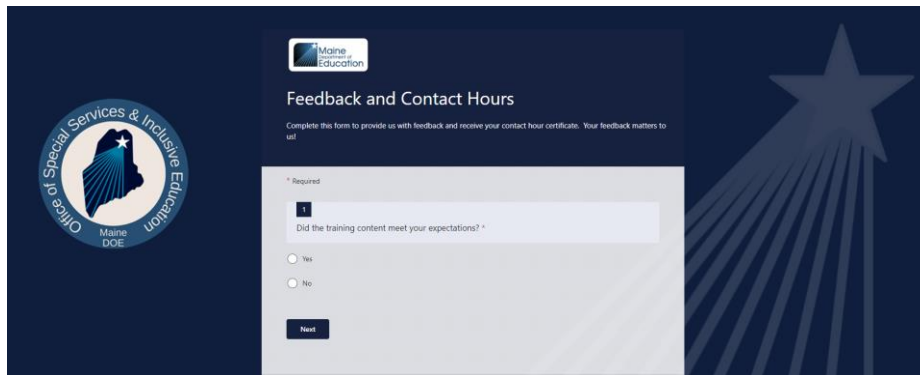
-  IEP Tip Sheet: The IEP Team
-  IEP Tip Sheet: An Overview of the IEP
-  IEP Tip Sheet: PLAAFP Statement
-  IEP Tip Sheet: Measurable Annual Goals
-  IEP Tip Sheet: Measuring Progress Toward Annual Goals
-  IEP Tip Sheet: Overview of the Statement of Services & Aids
-  IEP Tip Sheet: Explanation of Educational Setting
-  IEP Tip Sheet: Participation in Assessment
-  IEP Tip Sheet: Start Date, Frequency, Location and Duration of Services
-  IEP Tip Sheet: Transition Services
-  IEP Tip Sheet: Age of Majority



Measurable Annual Goals

65

Professional Learning Feedback and Contact Hour Form.



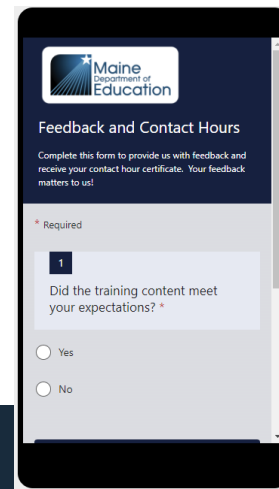
The screenshot shows a web browser displaying the "Feedback and Contact Hours" form. On the left is the circular logo for the "Office of Special Services & Inclusive Education" with the "Maine DOE" text below it. The form header includes the "Maine Department of Education" logo and the title "Feedback and Contact Hours". Below the title is a sub-header: "Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!". The form body contains a section labeled "* Required" with a question number "1" in a blue box. The question is "Did the training content meet your expectations? *". There are two radio button options: "Yes" and "No". At the bottom of the form is a "Next" button. The background of the page features a large, faint star graphic with rays emanating from it.

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>



This 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 "Maine Department of Education" logo at the top. The form content, including the question "Did the training content meet your expectations?" and the "Yes/No" radio buttons, is clearly visible. The background star graphic is also present.



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**Thank
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