

Welcome!

**Please put the following in the Chat
Box:**

1. Name, School and/or District and Role



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



MAINE DEPARTMENT
OF EDUCATION

Developing Compliant Transition Plans

10/30/25

Office of Special Services and Inclusive Education

Supervision, Monitoring, and Support Team



Updated October 2025

AGENDA:

- **Introductions and Getting Started**
- **What is the B13 Indicator?**
- **B13 Specific Training**
- **Case Study**
- **Checklist**
- **FAQs**
- **Resources**





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Meet Our Team

Supervision, Monitoring and Support Team

Through a combination of the monitoring process, professional development and data collection, the SMS team supports SAUs with compliance as outlined in IDEA and MUSER regulations for students with disabilities.

What is B13?



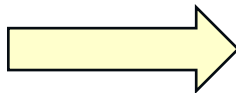
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What is B13?



**B13 is one of 18
Federal
Indicators.**

<https://www.ideadata.org/sites/default/files/media/documents/2024-04/Indicator%20Card%20SPP%20APR%202020-2025.pdf>



Part B FFY
2020–2025
SPP/APR

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Dropout.** % of youth with IEPs dropping out.
3. **Assessment.** (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.
4. **Suspension and Expulsion.** (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.
5. **Educational Environments.** % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/ hospital placements.
6. **Preschool Environments.** % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
7. **Preschool Outcomes.** % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement.** % of parents who report that the school facilitated parent involvement.
9. **Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups in special education and related services due to inappropriate identification.
10. **Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
11. **Child Find.** % of children evaluated within 60 days of parental consent for initial evaluation or state time frame.
12. **Early Childhood Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
13. **Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services, and courses.
14. **Post-School Outcomes.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15. **Resolution Sessions.** % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. **Mediation.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan (SSIP).** SPP/APR includes comprehensive, ambitious, yet achievable multi-year SSIP, with stakeholder engagement in all phases, for improving results for children with disabilities.
18. **General Supervision.** % of findings of noncompliance corrected within one year of identification.

What is B13?



Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA).

B13 looks at percent of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services and courses.

<https://ideadata.org/sites/default/files/media/documents/2022-06/IDC%20Laminated%20Cards%20%282%29.pdf>

Why is this important?

The state of Maine reports all B13 data to OSEP (Office of Special Education Programs).

This means if any part of a transition plan is non-compliant, we are required to report the whole plan as 0%.

Therefore, each component of the transition plan must meet federal requirements.



IMPORTANT

Compliance versus Programming



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As a team, we monitor compliance

BUT

programming is so important too!

Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.



Meaningful Day

This includes:

- Purposeful and meaningful work
- Substantial and sustained opportunity for optimal health
- Self-empowerment and personalized relationships
- Skill development and/or maintenance
- Employment, educational, social and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes



Meaningful Day

Everybody deserves the opportunity to live a life that is meaningful to them.



Meaningful Day

The Big Picture: Guiding Questions

Ask yourself:

- What is it that you are **actually doing to support** this student/youth?
- What **assessments** are being used?
- How are you **applying** the results?
- Are activities & services **meaningful**?
- Will what you are doing really **help the student** to achieve his/her postsecondary goals and to enjoy a quality of life/Meaningful Day?



Questions



IEP – Section 3

If Section 3J is YES, our guidance would be to go to Section 9 of the IEP and complete the Transition Plan PRIOR to the development of the rest of the IEP.



POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes, Section 9 should be completed before completing the remainder of the IEP.	

IEP – Section 9 – Transition Plan

Child's Name:	Date of Birth:
9. POST-SECONDARY TRANSITION PLAN	
This section must be completed for each IEP, during, but not later than 9 th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).	IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.
A. Projected Date of Graduation/Program Completion:	
B. List of Transition Assessments Completed:	
C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:	
D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i)) Goals must be based on current age-appropriate transition assessments.	
Education/Training Goal After graduation, child's name, will <u>education/training goal</u> .	
Employment Goal After graduation, child's name, will <u>employment goal</u> .	
Independent Living Skill Goal (when appropriate) After graduation, child's name, will <u>independent living skill</u> .	
E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii)) The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.	
F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(iii)) Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.	
Education/Instruction and Related Services:	
Career/Employment and Other Post-Secondary Adult Living Objectives:	
Community Experiences:	
If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:	
G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2)) What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.	

IEP – Section 9

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).

IDEA – Age 16

MUSER – No later than 9th Grade



Planning



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IEP – Section 9

Post-Secondary plans are only for those children with a disability beginning during their 9th grade year.

However, research continues to show that beginning transition planning earlier results in better post-secondary outcomes for children with disabilities.



To develop compliant and effective
post-secondary transition plans you
must

SHOW MOVEMENT

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
Child Invited to Meeting	Advance Written Notice
Agency Invited with Parents PRIOR Written Consent	IEP 9G and Parental Consent Form
Post-Secondary Goals Updated Annually	Written Notice
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B
Measurable Post-Secondary Goals in Education/Training	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services	IEP Section 9F

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice

The purpose(s) of the meeting is:

- Initial referral/eligibility (MUSER IV.2.D.)
- Annual review and other IEP program/placement changes including graduation (MUSER XV) 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)(j) & .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))
- Parent Request
- Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

B13 Components

Components of Transition Plan

Child Invited to Meeting

Where

Advance Written Notice

Compliance:

- Child is invited to the meeting
- List as a participant invited

Best Practice:

- Invite the child to the meeting, including them in the salutation

Representative of outside agencies:

Child or adult student:

CDS staff:

Bill

Dear **Mr. and Mrs Doe and Johnny,**

An IEP/IFSP Team meeting has been scheduled for:

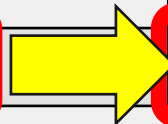
Date: **9/1/2024**

Time: **8:00 am**

Location: **Pretend Elementary School**

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
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Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services	IEP Section 9F



IEP – Section 9G

<u>Components of Transition Plan</u>	<u>Where</u>
Agency Invited with Parents PRIOR Written Consent	IEP 9G and Parental Consent Form

G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2))

What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.

- **Vocational Rehabilitation**

Parental Consent (or consent from a student who has reached age of majority) is needed to invite an outside agency.

- This consent is needed prior to Advanced Written Notice for the Transition Meeting
- This consent is needed for every meeting where Transition Planning is discussed

B13 Components

Components of Transition Plan

Where

Agency Invited with Parents PRIOR Written Consent

IEP 9G and Parental Consent Form

Name and Position

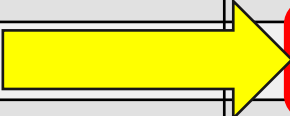
1. Mrs. Red – Director of Special Education
2. Mrs. Brown – Special Education Case Manager
3. Mrs. Blue – Mother
4. Mr. Blue – Father
5. Johnny Blue – Student
6. Mrs. Orange – Mathematics Teacher
7. Mr. Purple – Vocational Rehab Counselor (invited by Parents)

Parents can invite whoever they want. If parents invite outside agencies, clearly document on the Written Notice.

However, the **public agency must invite** a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
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Course of Study	IEP Section 9E
Transition Services	IEP Section 9F



B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Updated Annually	Written Notice

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))

5. Describe any other factors that are relevant to the SAU's proposed or refused action(s) described above:

The team reviewed and updated the transition plan and transition goals.

IEP – Section 9A

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).

IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine’s Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.

A. Projected Date of Graduation/Program Completion: **Month/Year**

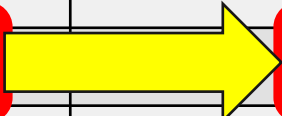
IEP – Section 9A



- Record the Month and Year of anticipated graduation or departure from High School.
- If the student becomes credit deficient, this date can change.
- Planning beyond Year 4 needs to begin as early as possible.
- Document the IEP Team discussion clearly in the Written Notice.

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
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Course of Study	IEP Section 9E
Transition Services	IEP Section 9F



IEP – Section 9B

<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B

B. List of Transition Assessments Completed:

Informal student interview (2022)

Career interest inventory (2023)

Classroom observation (2023)



IEP – Section 9B

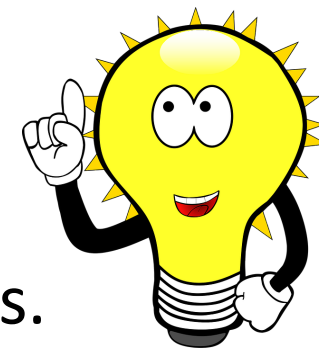
<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B

<u>Acceptable Transition Assessments</u>	<u>Assessments without Transition Components</u>
SATs PSATs ASVAB Accuplacer	NWEAs MEAs WISC-V WIAT-III WJ-IV Curriculum Based Measures

IEP – Section 9B

<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B

A summary of completed Transition Assessments can be included in Section 4A of the IEP – Results of All Evaluations.



This shows ***MOVEMENT*** towards post-secondary goals.



This is **OPTIONAL** but recommended.

IEP – Section 9B

<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

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

Evaluations completed by Jane Doe on 10/15/24 and 10/17/24:

BASC, administered 10/12/2024

Hyperactivity T Score 80-Elevated

Attention Problems T Score 70-Elevated

Withdrawal T Score 65-Elevated

Woodcock Johnson, administered 10/12/2024

Passage Comprehension SS 98

Math Calculation SS 72

Written Expression SS 70

Writing Fluency SS 78

Word Attack SS 79

Career Interest Inventory: January 2024

The results show that child enjoys hands on projects and is good with technology. This supports their continued exploration of carpentry.

Informal Student Interview: January 2024

Student said they'd like to go to technical school to study carpentry. They have family in this field and they have done work with them. Student enjoys carpentry projects and will explore further in vocational classes.



TransitionME

YOUR YOUR YOUR
CHOICE VOICE FUTURE



Are you a
Caregiver?



Are you an
Educator?



Are you a
Community Partner?



Are you an
Employer?

Age-Appropriate Assessments

Assessments for Students with Significant Disabilities

Autism - Transition Support

Behavior Assessments

Certificate or Diploma Track

CLS Assessments

Employment Transition Services

Financial Literacy Assessment

Mental Health Resources

IEP – Section 9B

- [Transition Maine](#)
- [Transition Assessment Resources](#)

IEP – Section 9C

Include a statement that documents if the student did attend.

If they did not attend, document the date(s) when the teacher met with them to discuss their post-secondary interests.

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:

Student attended the IEP meeting.

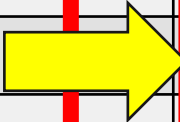
OR

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:

Student did not attend the IEP meeting but did meet with teacher on 5/13/23 and post-secondary interests were discussed.

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
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Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services	IEP Section 9F



IEP – Section 9D

Education/Training Goal –

Document the formal and/or informal training the student will receive after High School that enables them to make progress towards a career in their chosen field.

This *is* written as “will” statements.

D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child’s name, will education/training goal.

Employment Goal

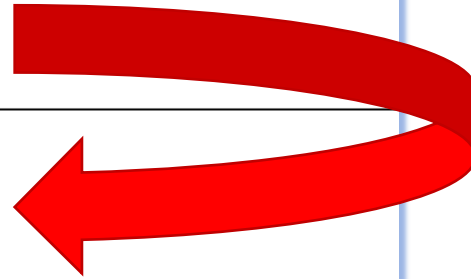
After graduation, child’s name, will employment goal.

Independent Living Skill Goal (when appropriate)

After graduation, child’s name, will independent living skill.

Take the Education/Training Goal and make a statement about Employment.

Education/Training Goal and Employment should be in Alignment.



IEP – Section 9D

Independent Living Goal –

When discussing this, what would it look like if the student lived independently?

Consider:

- Hygiene
- Budgeting/Bills
- Cleaning
- Cooking
- Support Services



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D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

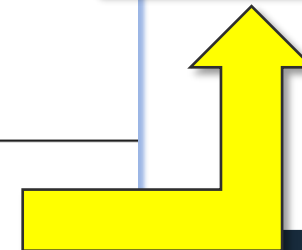
Employment Goal

After graduation, child's name, will employment goal.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

Depending on the student, this may be blank.



IEP – Section 9D

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D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

After graduation, Bill will attend a 4-year college or university to study marketing or receive on the job training to become a carpenter.

Employment Goal

After graduation, child's name, will employment goal.

After graduation, Bill will work in the field of marketing or as a carpenter.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

After graduation, Bill will access mental health supports in his community independently or with assistance from his parents.

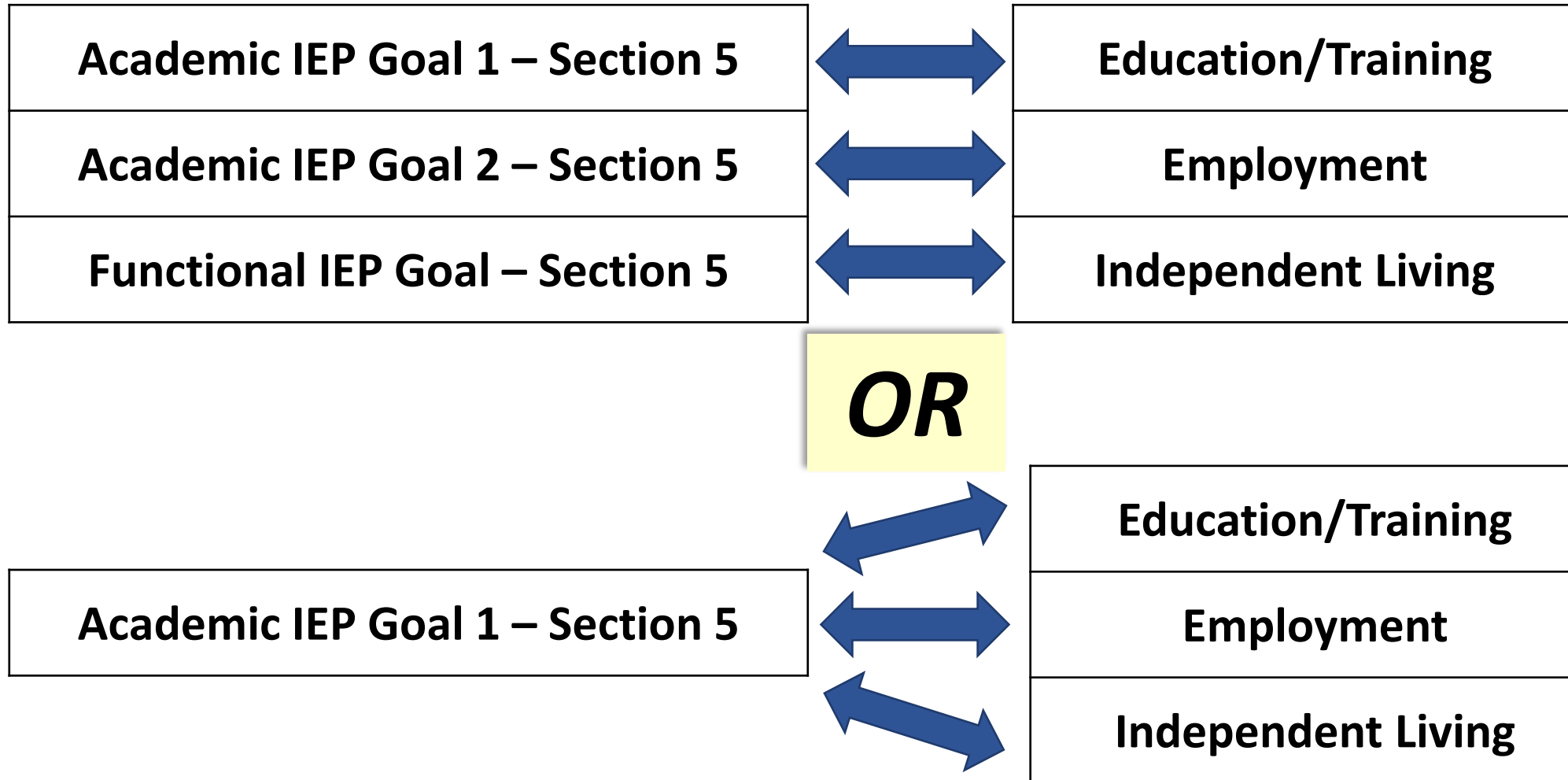
IEP – Section 9 to Section 5

There must be alignment to at least ONE annual goal that addresses the post-secondary goals.

You would not create a stand-alone Transition Goal.

It is best practice to attach to an existing goal.

IEP – Section 9 to Section 5



IEP – Section 9 to Section 5

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

Bill can currently write a 5-sentence essay with 10 spelling errors on 4 out of 5 assignments.

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

Progress:

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

By June 2025, given specially designed instruction, Bill will write a 5 sentence essay, including an opening sentence, 3 supporting details and a closing sentence with less than 5 spelling errors on 5 out of 5 assignments as measured by teacher data collection and informal writing assessments. MLR W.A.3

Objective(s) required? Yes No

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

This academic goal was already in place to address this student's skill deficits in writing. It made sense to align this goal to post-secondary Education/Training and Employment.

IEP – Section 9 to Section 5

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

Bill is able to manage is anxiety by using learned techniques in 3 out of 10 opportunities.

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

Progress:

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

By September 2025, given social work services, Bill will work on managing his anxiety by using techniques learned during social work session in 8 out of 10 opportunities as measured by self-reporting and social work sessions.

Objective(s) required? Yes No

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

This functional goal was already in place to address this student's anxiety. It made sense to align this goal to post-secondary Education/Training and Employment.

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
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Transition Services	IEP Section 9F



IEP – Section 9E

<u>Components of Transition Plan</u>	<u>Where</u>
Course of Study	IEP Section 9E

E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii))

The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.

2022-2023: English 9, Algebra1, World History 1, Ecology/Earth Science, Art, PE, Spanish

2023-2024: English 10, Geometry, U. S. History, Biology, Band, Spanish II, Health

2024-2025: English 11, Algebra II, World History II, Introduction to Business, Carpentry I

2025-2026: English 12, Financial Math, Independent Study (Intro. To Marketing), Carpentry II

IEP – Section 9E

<u>Components of Transition Plan</u>	<u>Where</u>
Course of Study	IEP Section 9E

Course of Study

- Tailor to the student and their identified post-secondary goals
- Must be multi-year through exit of High School
- If student enters mid HS career, make it current status to exit date
- Do not write **ELECTIVES**, document course name that the student chooses
- You should amend this as you move through it
- Be more specific than “Child will complete graduation requirements.”

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
Child Invited to Meeting	Advance Written Notice
Agency Invited with Parents PRIOR Written Consent	IEP 9G and Parental Consent Form
Post-Secondary Goals Updated Annually	Written Notice
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B
Measurable Post-Secondary Goals in Education/Training	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9F
Transition Services	IEP Section 9F

IEP – Section 9F

<u>Components of Transition Plan</u>	<u>Where</u>
Transition Services	IEP Section 9F

F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii))

Describe the activities provided by the adults in the school and in the community, that will enable and promote the child’s progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child’s needs. Transition services and activities should be specific and individualized.

Education/Instruction and Related Services:

- **Speech/Language services (2022-2023)**
- **Specially Designed Instruction (2023)**
- **Intro to Business class (2024)**
- **Carpentry I (2024)**

Career/Employment and Other Post-Secondary Adult Living Objectives:

- **Registering to vote**
- **Job site training**
- **Internship**
- **Filing taxes**
- **Accessing medical services**

Community Experiences:

- **Boy Scouts (2022-2024)**
- **Volunteer at animal shelter (2023)**
- **Currently employed with satisfactory employment evaluations (2022-2024)**



If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

- **Primary caregiver for family dog (2022-2023)**
- **Maintaining home/chores**
- **Preparing meals**

Our guidance is to document this information in BULLET form.

IEP – Section 9F

<u>Components of Transition Plan</u>	<u>Where</u>
Transition Services	IEP Section 9F

 <p>YES</p>	<p><u>Transition Services and Activities ARE</u></p>	<ul style="list-style-type: none"> • services and activities that occur during the life of the IEP • provided by the adults in the school or community • intended to help the student focus on what they want to do • able to show movement when previous years services are left on subsequent IEPs
 <p>NO</p>	<p><u>Transition Services and Activities ARE NOT</u></p>	<ul style="list-style-type: none"> • to include future services or activities

IEP – Section 10

10. AGE OF MAJORITY (IDEA 300.320(c)) – Transfer of Rights at Age of Majority

If the child will turn 17 during the duration of this IEP, the child and parent(s) have been informed of rights at the age of majority (age 18).

YES Date Informed:

N/A

Indicate the date the student and parent(s) were informed of the transfer of rights at the age of majority – 18.

This should be completed at or before the IEP meeting for the year the student will turn 17.

This date does NOT change.



- Transition Plans should be Student Centered
- Family Engagement is key
- Assessment – Assessment – Assessment
- Students **must** be invited, and encouraged to attend and participate in their meetings
- Outside agencies who can aid the student in their post-secondary transition planning **must** be invited to the IEP Team meeting.

Questions



Checklist



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B13 Checklist

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
Child Invited to Meeting	Advance Written Notice
Agency Invited with Parents PRIOR Written Consent	IEP 9G and Parental Consent Form
Post-Secondary Goals Updated Annually	Written Notice
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B
Measurable Post-Secondary Goals in Education/Training	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services	IEP Section 9F

Case Study



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Case Study

Meet Bill –

- **19 years old**
- **Enjoys using a switch on several devices**
- **Receives SDI with an alternate curriculum in a self-contained setting all day**
- **Receives related services including OT, PT, S/L and nursing**
- **Fed via G-tube**
- **Has a tracheotomy and uses a ventilator with oxygen to breathe**

Case Study

Bill's Education/Training Goal - IEP Section 9D

Education/Training Goal

After graduation, child's name, will education/training goal.

**After completing High School, Bill will participate in an in home or center based program designed to provide habilitative and vocational training with medical and therapeutic supports.
Bill will participate in on the job training in using micro switches.**

Case Study

Bill's Employment Goal - IEP Section 9D

Employment Goal

After graduation, child's name, will employment goal.

After completing High School, Bill will participate in technologically supported or volunteer workplace with supported job development services through Vocational rehabilitation.

Case Study

Bill's Independent Living Goal - IEP Section 9D

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

After completing High School, Bill will live at home and participate to the maximum extent possible in his daily routines (feeding, dressing, bathing, activating small appliances, media devices, choice making, etc.) and environment using technology.

Case Study

Bill

D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

After completing High School, Bill will participate in an in home or center based program designed to provide habilitative and vocational training with medical and therapeutic supports. Bill will participate in on the job training in using micro switches.

Employment Goal

After graduation, child's name, will employment goal.

After completing High School, Bill will participate in technologically supported or volunteer workplace with supported job development services through Vocational rehabilitation.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

After completing High School, Bill will live at home and participate to the maximum extent possible in his daily routines (feeding, dressing, bathing, activating small appliances, media devices, choice making, etc.) and environment using technology.

Case Study

Bill's Strengths - IEP Section 4B

B. Beyond the evaluative information in 4A, what are the academic, functional, and/or developmental **strengths** of the child?

Bill is curious, stays alert and awake throughout the school day. He enjoys getting verbal and tactile attention from peers and staff. He tolerates position changes on a mat table and allows hand over hand assistance to participate in activities. Bill likes using a switch (with assistance) to activate a variety of devices, including a radio and computer.

Case Study

Bill's Functional Skill Gaps - IEP Section 4D

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

- **expressive and receptive communication**
- **independently use a one-button communication device**

These skill deficits impact Bill's ability to interact and communicate effectively with peers and staff.

- **limited fine motor skills**

These skill deficits result in dependency for all care and hand over hand assistance for all activities, which impacts his ability to participate in all activities across the school day.

Case Study

Bill's Functional Goal - IEP Section 5

Present Levels of Functional/Developmental Performance

(MUSER IX.3.A.(1)(a)(i) & (ii):

Bill is currently independently utilizing his augmentative communication device to communicate single words with 20% accuracy.

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

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

By 10/9/2023, given speech/language therapy, Bill will independently and accurately use his augmentative device to communicate YES, to indicate a desire for an item, in preparation for education, employment and independent living, with 50% accuracy as measured by staff observation and data collection.

Progress:

This goal aligns with his Education/Training, Employment and Independent Living Goals in Section 9D of his IEP and will support him in these areas, so the post-secondary language was incorporated into this existing goal.

Case Study #2



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Case Study

Meet Destiny –

- **17 years old**
- **Outgoing and friendly**
- **Wants to work in hospitality and attend community college**
- **Receives SDI for SLD in reading**
- **Math skills are low average**
- **Participates in the school band**
- **Works part-time at her dad's insurance business**

Case Study

Destiny's Post Secondary Goals- IEP Section 9D

D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

After graduation, I (Destiny) will enroll in a hospitality training program at a community college.

Employment Goal

After graduation, child's name, will employment goal.

After graduation, I (Destiny) will work part-time at a hotel/motel in the area.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

After graduation, I (Destiny) will live in an apartment with friends or by myself.

The education/training goal aligns with the employment goal. All 3 goals are measurable.

Case Study

Destiny's Course of Study- IEP Section 9E

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.

22/23: English 9, Algebra I, Physical Science, World History, Band, PE

23/24: English 10, Algebra II, Physics Exploration, US Government, Band, Spanish

24/25: English 11, Geometry, Earth Science, Civics, Band, Jazz Band, Personal Finance

25/26: English 12, History, Food Service, Band, Marketing

Planned Course of Study is multi-year from first year through anticipated last year and includes appropriate coursework to support Post Secondary Goals.

Case Study

Destiny's Transition Services- IEP Section 9F

CHILD'S NAME:	DATE OF BIRTH:
F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(ii)) Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.	
Education/Instruction and Related Services: <ul style="list-style-type: none">• Tour community colleges• Enroll in general education coursework• Specially Designed Instruction in Reading• Supported Study Hall for math accommodations	
Career/Employment and Other Post-Secondary Adult Living Objectives: <ul style="list-style-type: none">• Work part time in family business• Investigate hospitality career pathways with guidance counselor• Job Shadow Hospitality Workers	
Community Experiences: <ul style="list-style-type: none">• Register to vote when age-appropriate• Volunteer at Community Food drive• Participate in Girl Scouts as mentor	
If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation: <ul style="list-style-type: none">• Enroll in local budgeting course for young adults• Take First Aid/CPR Course• Obtain Driver's License	

Case Study

Destiny's Academic Goal - IEP Section 4C

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 fluency**

Destiny's reading fluency deficit impacts her ability to read content in the general education curriculum at the same pace as her peers.

This goal aligns with her Education/Training, Employment and Independent Living Goals in Section 9D of the IEP and will support her in accomplishing these goals.

Case Study

Destiny's Academic Goal - IEP Section 5

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)):

Destiny is currently able to read an age-appropriate non-fiction text at 150 words per minute.

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

Progress:

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

By January 2025, given specially designed instruction in reading and a 10th grade level non-fiction text sample of up to 6 paragraphs, Destiny will improve her fluency to 190 words per minute as measured by teacher observation and data collection (MLR.R.12.A)

Objective(s) required? Yes No

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

This goal aligns with her Education/Training, Employment and Independent Living Goals in Section 9D of the IEP and will support her in accomplishing these goals.

Frequently Asked Questions



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How do I write a good transition plan for a child is a new 9th grader with an annual in September?

Because MUSER states that the transition plan must be completed for each IEP, during but not later than 9th grade or age 16, whichever comes first (MUSER IX.3(A)(1)h), you can go ahead and have your annual meeting, then state that you will meet again towards the end of the 9th grade school year to complete the Transition Plan once you better know the student.

What if the child wants to be a “Rock Star”?

Do not discourage the student. Instead work towards helping them learn exactly what is involved with that dream job and expose them to other related opportunities.

Why can't I list specific colleges or businesses in a transition plan?

Do not list specific colleges or businesses on a transition plan, because you can not guarantee placement.

Can we include the Parents in Section 9F?

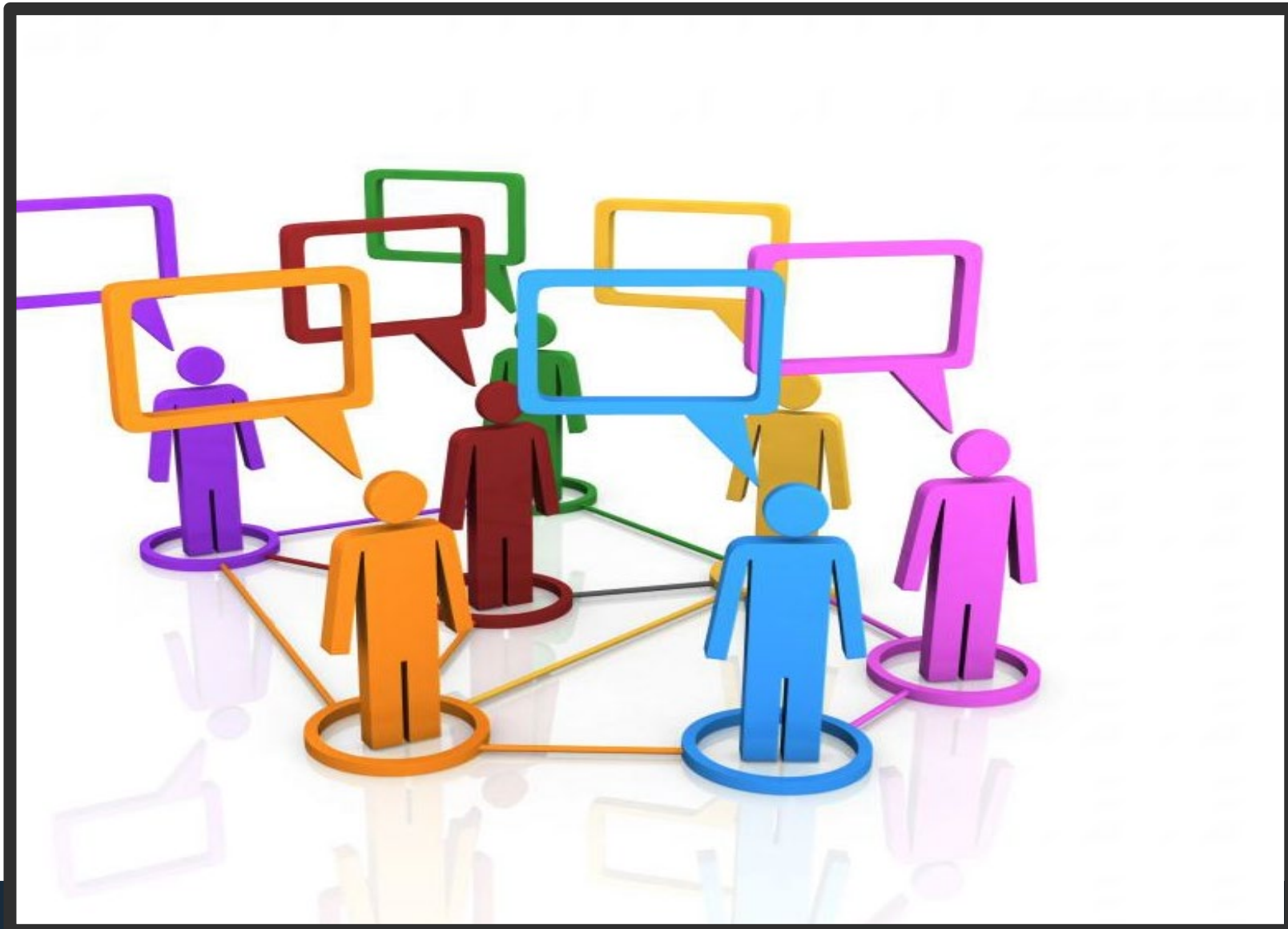
Section 9F is about Transition Services and Activities and is intended to “Describe the activities provided by the adults in the school and in the community that will enable and promote the child’s progress toward meeting annual and post-secondary goals.”

Our guidance is to bullet these activities.

What do we do if the parents don't want to encourage the child to seek employment?

It is very important to work with your families to help them understand the power of post-secondary planning.

Questions



Transition Resources

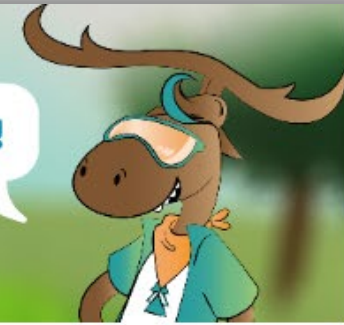




Transition Maine

Please Click Banner to Return Home

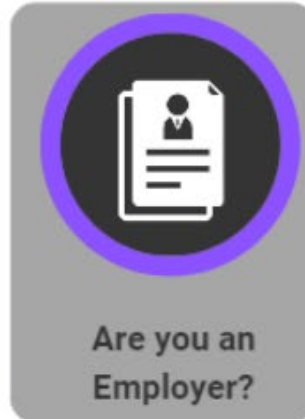
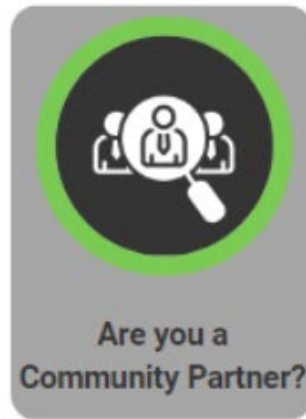
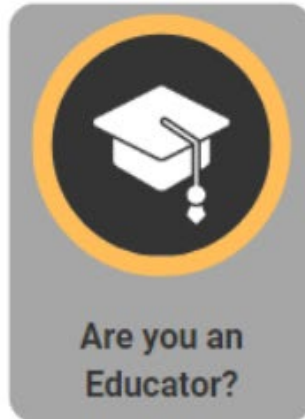
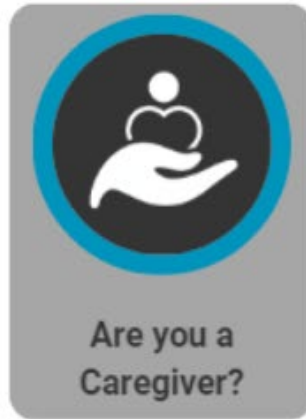
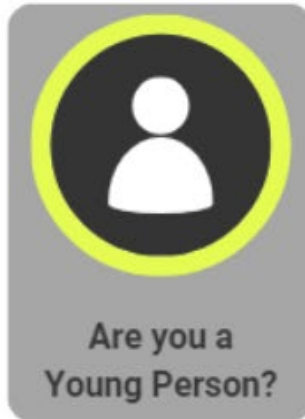
Welcome!



So...What is Transition?

Transition is when you are planning for the changes that come with navigating life after high school and into adulthood!

Click the button below to find resources to support you in transition planning.



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

Eligibility to 22

Transition Maine Power Hour Series

Upcoming Events

 Filters

 Search

Sorry, no events right now. But really cool stuff is coming up soon.

Our ***Tuesday Power Hour Series*** - Best Practices Forum is an opportunity for our state educators and transition leaders to grapple with and actuate strategies and support for our scholars' diverse needs and pathways to post-secondary opportunities. Together, we will develop a framework to enhance academic and functional achievement and facilitate movement from school to post-school activities. These activities include post-secondary employment, education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

Guest Speakers and regional, District, and school-based Transition Leaders will share their transition best practices, processes, and tools, including assistive technology to engage in support transition, inclusion, vocational rehabilitation, Pre ETS and eligibility, barriers, and recommendations and spotlight Maines Transition successes.

Register in advance for each session. After registering, you will receive a confirmation email containing information about joining the meeting. Participants who take part in this Professional Development will receive one contact hour.

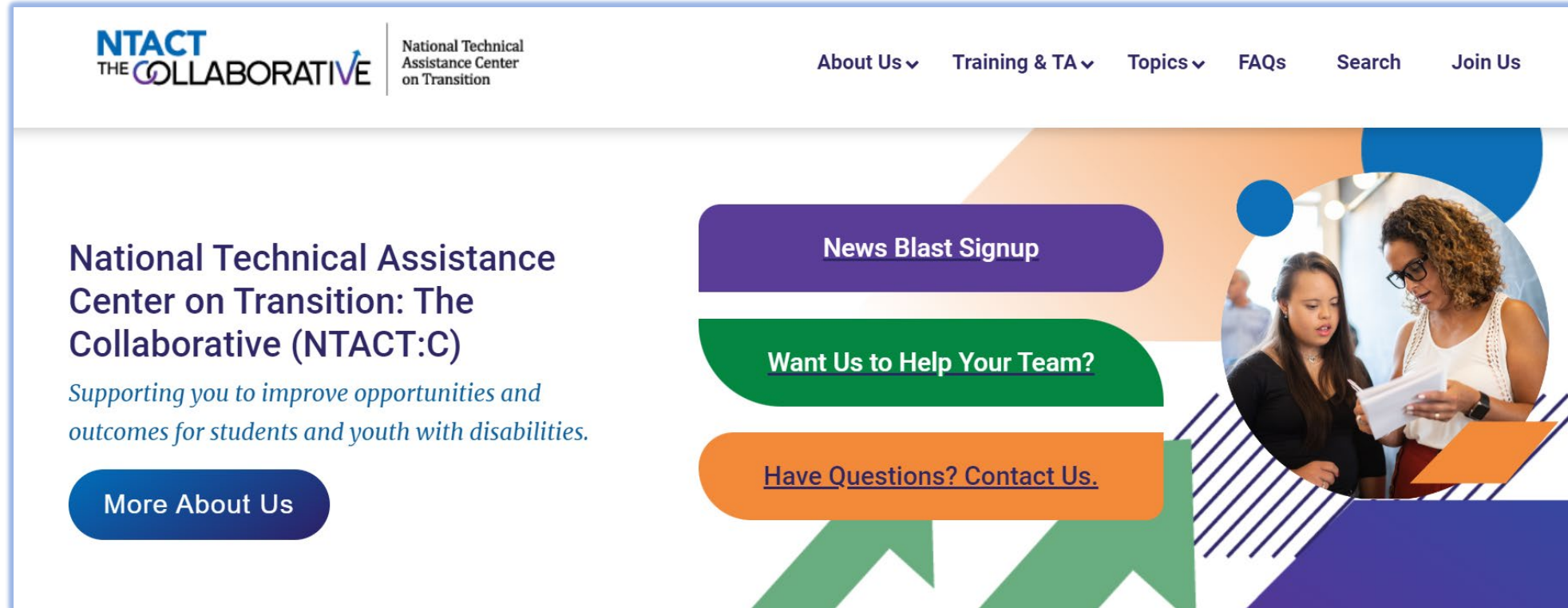
Contact:

Titus O'Rourke

Transition Specialist

titus.orourke@maine.gov

National Technical Assistance Center on Transition



The screenshot shows the homepage of the National Technical Assistance Center on Transition. The header includes the NTACT logo (National Technical Assistance Center on Transition) and navigation links for About Us, Training & TA, Topics, FAQs, Search, and Join Us. The main content area features a large graphic with three call-to-action buttons: 'News Blast Signup', 'Want Us to Help Your Team?', and 'Have Questions? Contact Us.'. A circular inset image shows two women reviewing documents. The background of the graphic consists of colorful geometric shapes and arrows.

NTACT
THE COLLABORATIVE

National Technical Assistance Center on Transition

About Us ▾ Training & TA ▾ Topics ▾ FAQs Search Join Us

National Technical Assistance Center on Transition: The Collaborative (NTACT:C)
Supporting you to improve opportunities and outcomes for students and youth with disabilities.

[More About Us](#)

[News Blast Signup](#)

[Want Us to Help Your Team?](#)

[Have Questions? Contact Us.](#)

<https://transitionta.org/>

Wisconsin Suite of Self Advocacy Resources

Getting Started

Vocabulary

Plan 1-Self Advocacy 101

Plan 2-Disability and IEP

Plan 3-Finding Careers

Plan 4-Matching Careers

Plan 5-Law & Legal Rights

Plan 6-Postsecondary Ed

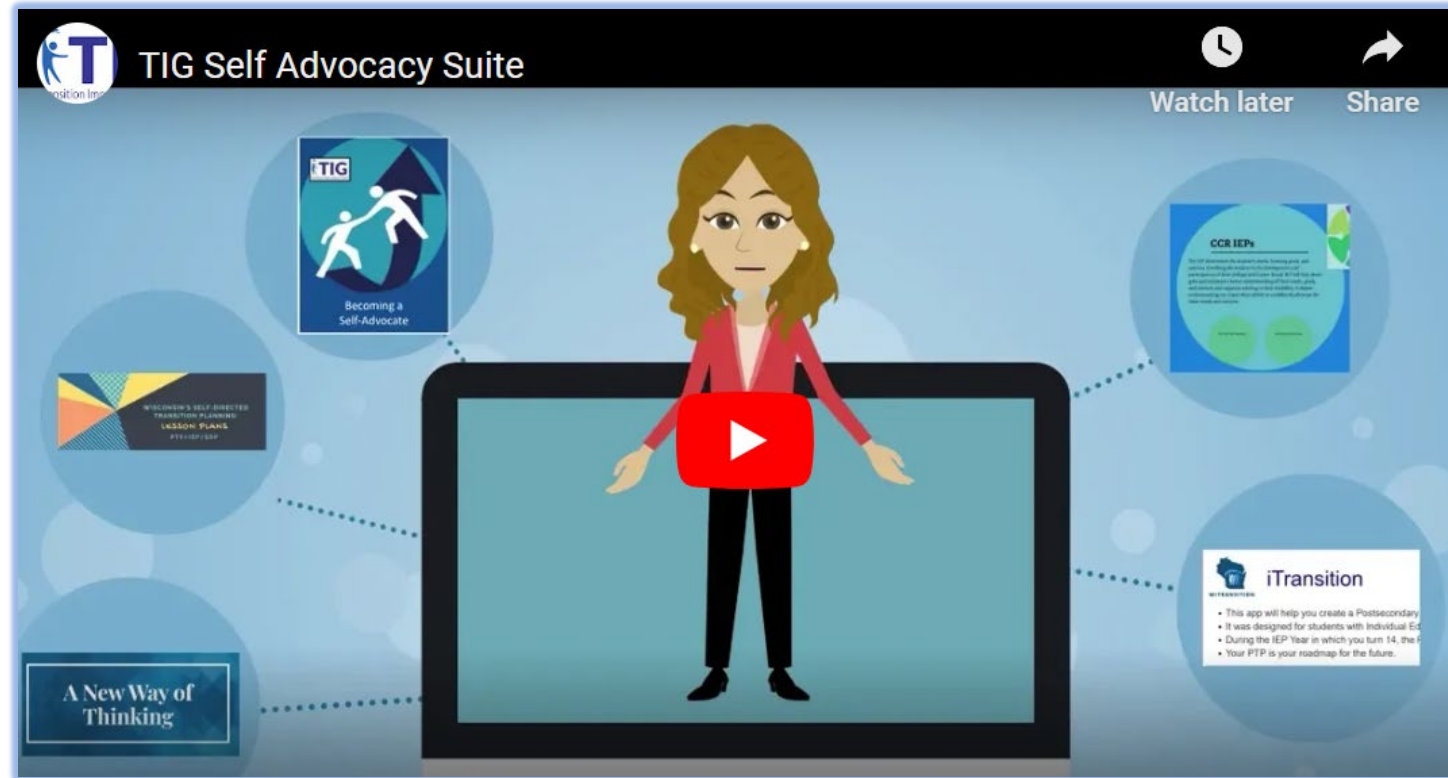
Plan 7-Apply/Post-Sec Ed

Plan 8-Employment

Plan 9-Accommodations

Plan 10-Disclosure

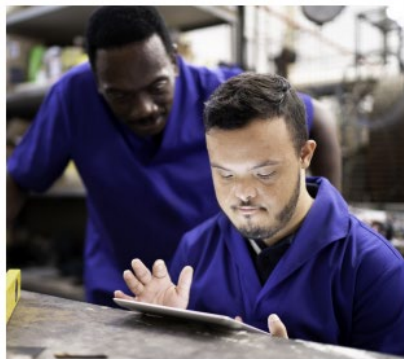
Plan 11- Agencies



<https://becomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html>

Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans

Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans (TIEPs)



project10 transition education network

Indicator 13 Toolkit | Transition IEP Compliance

Table of Contents

Section 1: Starting with a Compliant IEP	3
Section 2: Focus on Transition	4
Section 3: General Narrative Compliance Guidance	5
Section 4: Indicator 13 Support from Project 10	10
Section 5: Transition Models	11
Section 6: Transition Information from Other States and NTACT	14
Section 7: IEP Tips Sheets	15

Overview of Transition Planning

Adapted from National Technical Assistance Center on Transition (NTACT)

Transition Assessment: Where Am I Now?



A process of collecting data from informal and formal assessments of students' strengths, needs, preferences and interests over time from multiple stakeholders in areas such as, academic skills; career interests and aptitudes; self-determination skills and opportunities; and independent living skills.

Measurable Postsecondary Goals: Where Do I Want to Go?



Beginning no later than age 16, the IEP must include measurable postsecondary goals based on age-appropriate transition assessment in the areas of:

- Training and/or Education
- Employment and Career
- Independent Living, if appropriate

Instruction and Transition Services: How Will I Get There?



In order to best prepare students to reach their identified measurable postsecondary goals, IEP teams will:

- Identify transition services or activities (including courses of study) that are in alignment with the measurable postsecondary goals
- Identify measurable annual goals that will support the transition services and assist students to complete their courses of study and achieve their postsecondary goals
- Involve additional agencies or other transition stakeholders who can assist in facilitating the successful transition from high school to postsecondary environments. Note: Any agency likely to provide or pay for services must be invited to participate in IEP meetings with the consent of the parent or student who has reached the age of 18 years old.

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/specialled/law>

Supervision, Monitoring, and Support

SAU Resources for Supervision, Monitoring & Support

[Meet the Team](#) - *The Maine DOE Supervision, Monitoring, & Support team is here to answer questions and assist schools & educators with special education information.*

[Professional Learning](#)

[Monitoring Process](#)

[Resources](#)

[Federal Requirements](#)



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

Information Sheets Self-Assessment Form Quick Reference Documents



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



Information Sheets

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



SAU & CDS Resources

- [Letter of Notification - SAU](#)
- [Letter of Notification - CWS](#)
- [Letter of Notification - CDS](#)
- [Cohort Instruction Email](#)
- [2025-2026 Sample Self-Assessment Form](#)
- [Services Provided Form](#)
- [Extended School Year v. Year-Long Programming Documentation Requirements](#)



Quick Reference Checklists

- [IEP Quick Reference Checklist](#)
- [Adverse Effect Form](#)
- [Speech Language Eligibility Form](#)
- [Specific Learning Disability Eligibility Form](#)
- [Summary of Performance](#)
- [Written Notice Quick Reference Checklist](#)



Regional Programs Resources

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

Professional Learning Recordings

View more recordings

Click header to sort by category

Resources for Professional Learning

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

Show 10 entries

Search:

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

Showing 1 to 10 of 45 entries

Previous 1 2 3 4 5 Next



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



2025-26 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/10/25 3:00-4:00	Resources	Resources 9/10/25 Slides
Wednesday 9/24/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 1	Recording coming soon
Wednesday 10/8/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 2	Recording coming soon
Wednesday 10/15/25 9:00-11:00	IEP Training	Recording coming soon
Wednesday 10/22/25 3:00-4:00	Stress, Behavior and the Brain Presented by: Bear Shea	Recording coming soon
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	Inclusion Registration Link
Wednesday 12/10/25 3:00-4:00	Part C to Part B Transition	Part C to Part B Transition Registration Link

2025-26 Professional Development Schedule (cont.)

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

[IEP & Related Forms](#)

[Educator and Administrator Resources](#)

[Family & Caregiver Resources](#)



Educator and Administrator Resources

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

[Serving Multilingual Learners with Disabilities](#)

Maine Care Documentation

- [IEP Documentation Training One Video - June 2, 2021](#), Passcode: %*KpD51
- [Presentation Slides](#)
- [IEP Guidance on IEP Documentation – May 2021 \(PDF\)](#)
- The [MaineCare In Education Presentation \(PowerPoint\)](#) explains how to access MaineCare services in schools

Individualized Education Program (IEP) & Related Forms

These are the forms that the Maine Department of Education Special Services team requires, forms that are for local use as required, and forms for local use that are optional.

- [IEP Form](#)
- [7-Day Waiver](#)



Family & Caregiver Resources

Special Education Glossaries

[Arabic](#) | [French](#) | [Khmer](#) | [Mandarin](#) | [Portuguese](#) | [Somali](#) | [Spanish](#) | [Vietnamese](#)

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

[Maine Parent Federation](#)

[Early Learning Foundational Skills](#)

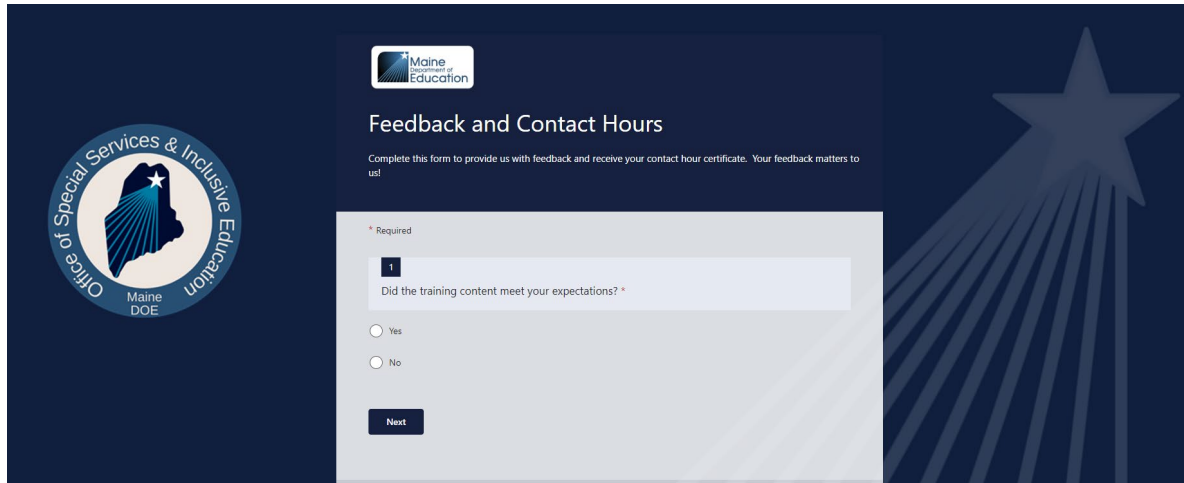
Special Education Surrogate Parent Program

The Special Education Surrogate Parent Program was established to provide educational surrogate parents to children with disabilities whenever the natural parents or guardian of a child with a disability cannot be identified or located, or when the child is in the custody of the state. Educational surrogate parents have all the rights of natural parents for special education matters, e.g. permission for evaluation and placement, to release information and to request an educational hearing. The primary goal of the educational surrogate



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

Professional Learning Feedback and Contact Hour Form.



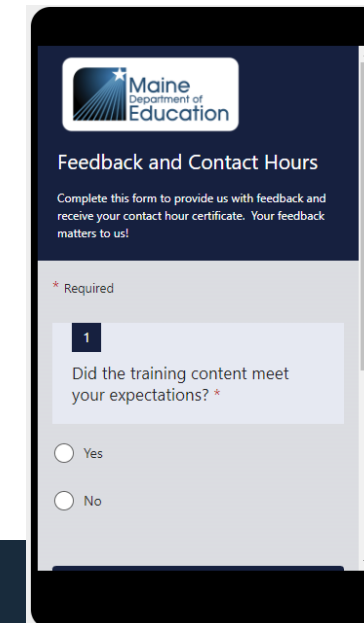
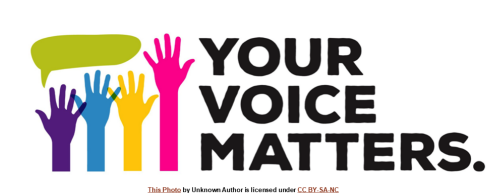
The screenshot shows the desktop version of the 'Feedback and Contact Hours' form. On the left is the logo for the Office of Special Services & Inclusive Education, Maine DOE. The main content area features the Maine Department of Education logo at the top, followed by the title 'Feedback and Contact 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 question: '1 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 question area. The background of the form is dark blue with a large white star and rays emanating from it.

Use the link to complete the form
on your computer

OR

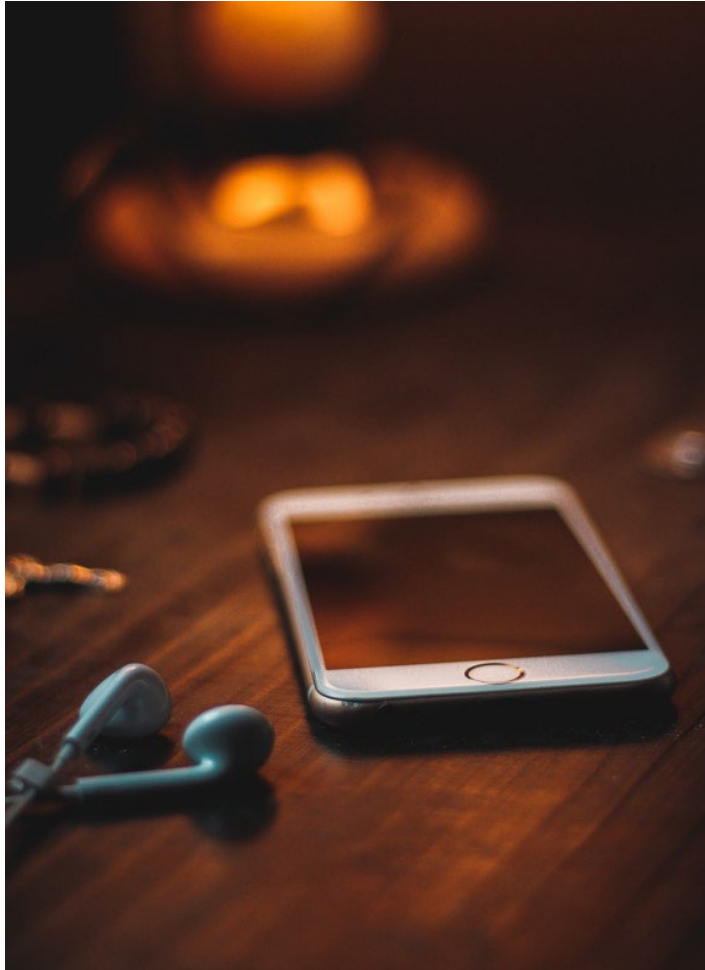
Use the QR code to complete the
form on your mobile device

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



The screenshot shows the mobile version of the 'Feedback and Contact Hours' form. It features the same layout as the desktop version, including the Maine Department of Education logo, the title, the sub-header, and the question '1 Did the training content meet your expectations? *' with 'Yes' and 'No' radio button options. The form is displayed on a dark background with a white star and rays.





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