



Preparing for the File Review

Presented by:

**The Office of Special Services and Inclusive Education
Supervision, Monitoring, and Support Team**

6/4/2026

Supervision, Monitoring, and Support



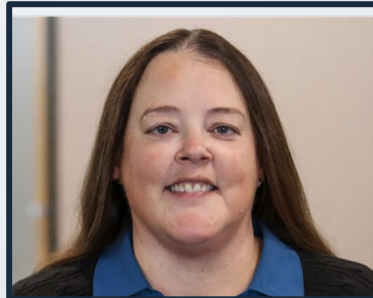
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- ✓ **Compliance vs. Best Practice**
- ✓ **Review expectations of the-Self Assessment**
- ✓ **Other Considerations**
- ✓ **Notes on Timelines**
- ✓ **Questions**



Welcome!

- You are part of the 2026-2027 cohort for audit and review, as part of the General Supervision System.
- This is outlined in the Individuals with Disabilities Education Act (IDEA), Section [§1416](#). Monitoring, technical assistance, and enforcement.





IDEA

Individuals with Disabilities Education Act



Part B. Assistance for All Children with Disabilities

Part B includes provisions related to formula grants that assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21.

- [View indexed IDEA Part B Statute](#)
- [View printable IDEA Part B Statute](#)

Compliance versus Best Practice

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

1. Review Compliance
2. Professional Development

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

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

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*** look for **Compliance**.



Sample CAP –

Codes represent various findings

Maine Department of Education—Corrective Action Plan				
SAU:	RSU Sample			
Finding #	Corrective Action Activities (Initiatives planned to achieve correction)	Evidence of Correction	# of Evidence	Correction Due No Later Than
FOT8	*IEP Team holds an annual IEP meeting	Child Specific Correction:	2	4/30/2026
IEP Team meeting at least annually.	*address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting	Submit compliant 1st page of the IEP.		
34 CFR 300.324(b)(1)(C)	*Provide training on IEP meeting protocol, including timelines.	Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page of IEP	2	
CIM1	*IEP Team meets to consider special factors	Child Specific Correction:	4	4/30/2026
Consideration of Special Factors	*address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting	Submit compliant IEP		
34 CFR 300.324(a)(2)	*Provide training on IEP meeting protocol, including consideration of special factors.	Systemic Correction: 1. Submit outline of training and attendance. 2. Submit compliant IEP	2	
APG4	*IEP Team meets to discuss the statement of how the child's distinctly measurable and persistent academic gaps affect their involvement and progress in the general education curriculum	Child Specific Correction:	1	4/30/2026
"How" Statement	*address the finding and amend the IEP <u>or</u> *address the finding at the annual IEP meeting	Submit compliant 1st page and Section #4C (Academic Gaps) of the IEP.		
34 CFR 300.320(a)(1)	*Provide training on IEP development including writing the how statement.	Systemic Correction: 1. Submit outline of training and attendance. 2. Submit 1st page and Section #4C (Academic Gaps) of IEP (amended or new) with academic present level statements.	2	

Compliance versus Best Practice

2026-2027 IEP Quick Reference Checklist

*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 ≤ 21 school days from Annual Date of IEP Meeting
- ☐ Not blank

1. CHILD INFORMATION

Child's Name:	Annual Date of IEP Meeting:
Date of Birth:	Duration of the IEP:
Age:	Grade:
	Date of Next Annual IEP Meeting:
	FOT8- Compliance:
	☐ Date of next annual is within 364 days of annual meeting date
School/Program:	Date of Re-Evaluation:
Parent/Guardian Name:	Date(s) of Amended IEP:
Child's Address:	Case Manager:
City, State, ZIP:	
State Agency Client? ☐ YES ☐ NO	

2. DISABILITY

☐ Autism	☐ Deaf-Blindness	☐ Deafness
☐ Developmental Delay (3-5)	☐ Developmental Delay (Kindergarten)	☐ Emotional Disability
☐ Hard of Hearing	☐ Intellectual Disability	☐ Visual Impairment (including Blindness)
☐ Other Health Impairment	☐ Orthopedic Impairment	☐ Speech/Language Impairment
☐ Specific Learning Disability	☐ Traumatic Brain Injury	☐ Multiple Disability
(check all applicable concomitant disabilities)		

Compliance:

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

IEP Quick Reference Document

- RED reflects Compliance
- BLUE reflects Best Practice

LOOK!

Let's look at the
items on the Self-
Assessment.



FOT7 – Section 1

IEP to parents within 21 school days of annual meeting at no cost to parents

[34 CFR 300.322\(f\)](#)

MUSER IV.2.H(6)

Compliance

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

No= The IEP was not sent to parents within 21 school days of the annual meeting or blank.

- IEP sent to parents within 21 school days

Date IEP Sent to Parent: 5/29/2024	
1. CHILD INFORMATION	
Child's Name: Page Turner	Annual Date of IEP Meeting: 5/15/2024
Date of Birth: 5/4/2012	Duration of the IEP: 5/16/2024-5/15/2025
Age: 12	Grade: 6
	Date of Next Annual IEP Meeting: 5/14/2025

FOT8 – Section 1

Next annual meeting held within 364 days of
annual meeting

[34 CFR 300.324\(b\)\(1\)\(i\)](#)

Compliance

Yes= Next annual meeting date is within 364
days of annual meeting date.

No= Next annual meeting date is not within 364
days of annual meeting date.

- Next annual meeting must be held within 364 days of the meeting.

Date IEP Sent to Parent: 5/29/2024	
1. CHILD INFORMATION	
Child's Name: Page Turner	Annual Date of IEP Meeting: 5/15/2024
Date of Birth: 5/4/2012	Duration of the IEP: 5/16/2024-5/15/2025
Age: 12	Grade: 6
	Date of Next Annual IEP Meeting: 5/14/2025

CIM1 – Section 3

Consideration of Special Factors

[34 CFR 300.324\(a\)\(2\)](#)

Compliance

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 or a question is checked "yes" and that consideration is not addressed in the IEP.

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

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
John's parents are concerned about his performance in math and fluency. They are also worried about his ability to attend and complete his work assignments.	
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))	☒ YES ☐ NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	☐ YES ☒ NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	☐ YES ☒ 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))	☐ YES ☒ NO ☐ NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	☐ YES ☒ 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))	☐ YES ☒ NO
i. Is the child deaf or hard of hearing?	☐ YES ☒ NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	☐ YES ☒ NO
H. Does the child have academic needs?	☒ YES ☐ NO
I. Does the child have functional/developmental needs?	☒ YES ☐ NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	☒ YES ☐ NO
i. If yes, Section 9 should be completed before completing the remainder of the IEP.	

RAE1 – Section 4A

Results of initial or most recent evaluations of the child

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(c)

Compliance

Yes= Most recent evaluations are documented. Current evaluations may go beyond 3 years prior with documentation in WN as agreed upon by SAU and parent. Evaluations support disability identification.

No= Evaluation information is missing or goes beyond 3 years with insufficient documentation in WN.

Section 4A – Results of All Evaluations

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:

- Academic and Functional/Developmental evaluations used in eligibility decision
- Relevant state/district assessments
- Transition assessments
- Other assessments (FBA, Related Services)
- Any evals that go beyond 3 years must be agreed upon by SAU and parent and documented in Written Notice
- Document

Evaluation name

Date of Evaluation

Scores



Often, we see disability category identified when student was young “drop off” Section 4A.

For example, if student is identified with Autism very young, leave that eval in that section on the IEP.

AFS1 – Section 4B

Academic, Functional and/or Developmental strengths of the child

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(a)

Compliance

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.

Section 4B: Academic, Functional and/or Developmental Strengths

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

- These are based on evaluations and observations.
- Include academic areas of strength and relative strengths the child demonstrates within their unique profile.
- Not a restatement of the standard scores in the “Average” range.
- Should be observable. “What does the strength **look** like in the classroom?”

APG2 – Section 4C

Academic gaps (skill deficits)

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(d)

Compliance

Yes = Documents the child's distinctly measurable and persistent academic gaps (skill deficits) aligned to evaluations.

No = No academic gaps noted.

NA= The child is on par with peers academically.

APG4 – Section 4C

Academic “how” statement

[34 CFR 300.320\(a\)\(1\)](#)
MUSER IX.3.A(1)(a)(i)

Compliance

Yes = The statement of how the child’s distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is present and answers the question.

No=The statement of how the child’s distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is missing or doesn’t answer the question.

NA=No academic gaps.

Section 4C: Distinctly Measurable and Persistent Gaps in Academic Performance and “How” Statement

Identification of the distinctly measurable and persistent gaps in Academic performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

**Distinctly Measurable
and Persistent Gaps
in Academic
Performance
(Needs)**



How Statement

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 Comprehension*

This deficit impacts her ability to comprehend grade level text across content areas within the general education curriculum.



Remember, you must have *BOTH* the skill gap and the how statement.

**Distinctly
Measurable and
Persistent Gaps**



How Statement

<u>Skill Gap</u>	<u>How Statement</u>
(Reading) Jimmy's reading fluency deficits	impact his ability to access grade level reading material in all content areas.
(Writing) Sarah's spelling deficits	impact her ability to produce grade-level writing that accurately reflects her knowledge.
(Listening) Michael's listening comprehension deficits	impact his ability to benefit from content area lectures and discussions.
(Speaking) Beth's inability to retell stories in a sequential manner	impacts her ability to express her thoughts in class discussions.
(Mathematical Problem Solving) Tom's deficits in addition/subtraction	impact his ability to accurately perform more complex, grade-level math computations.

APG6 - Section 4C to Section 5

Academic gaps aligned to goals

[34 CFR 300.320\(a\)\(2\)](#)

MUSER IX.3.A(b)(i)

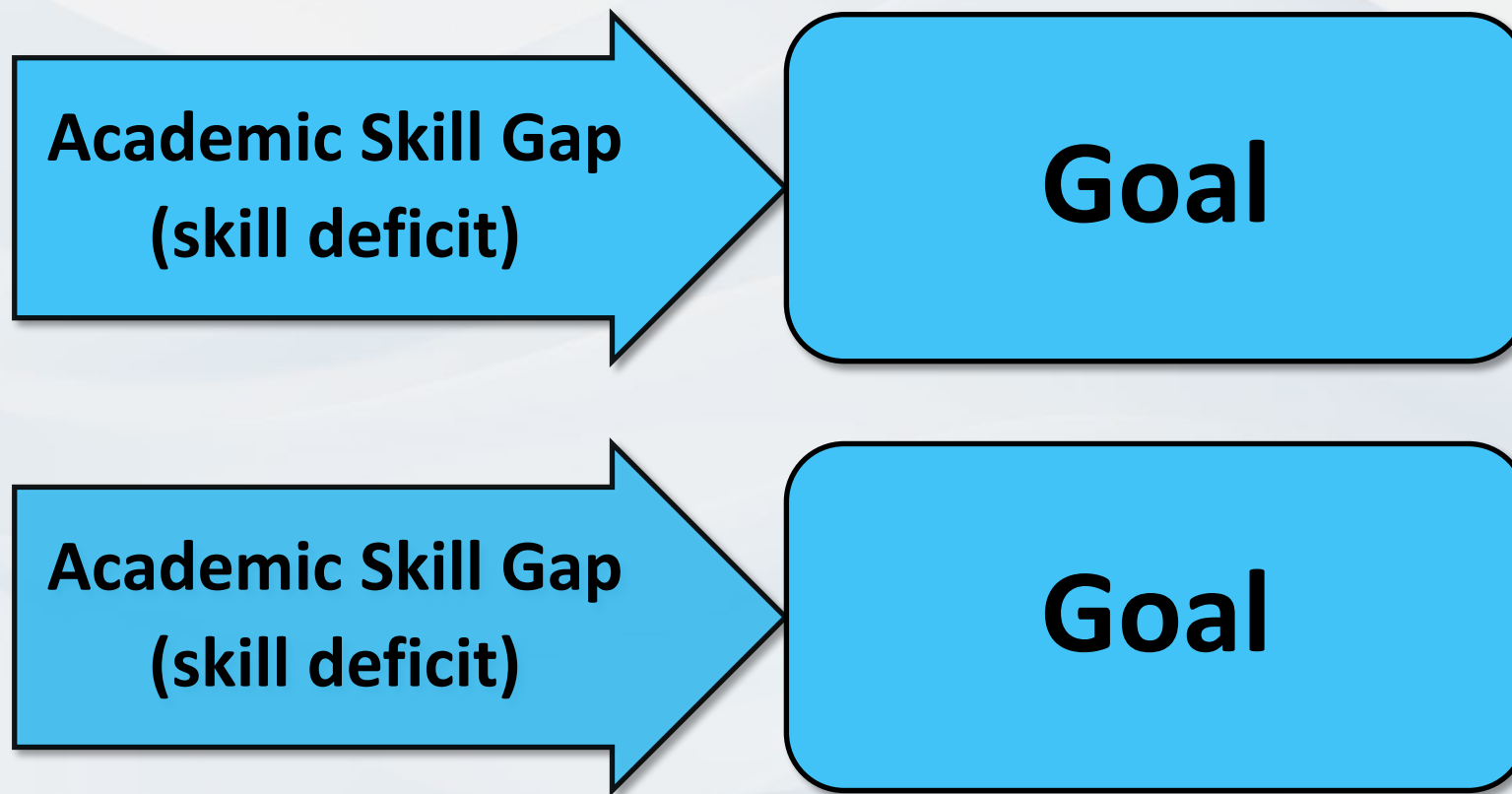
Compliance

Yes = Each identified distinctly measurable and persistent academic gaps (skill deficits) listed in Section 4C of the IEP is aligned to a corresponding goal.

No= Gap(s) listed in Section 4C are not addressed with a goal in Section 5.

NA=No academic gaps.

APG6 - Section 4C to Section 5

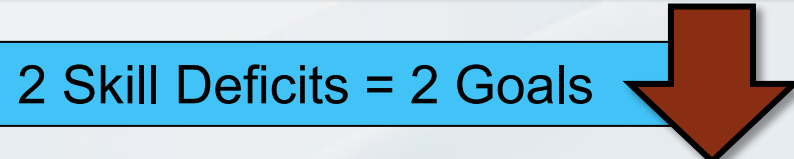


Skill Deficit = Goal

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?

- Addition with regrouping
- Single digit subtraction

XXXX’s gaps in math computation affect their involvement in the general education curriculum xxxxxxxxxxxxxxxxxxxxxxxxxxxx.



Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): XXXX solves 2-digit addition problems with regrouping in 0% of opportunities. Measurable Goal (MUSER IX.3.A.(1)(b) & (c) By <u>date</u>, given <u>service</u>, <u>child’s name</u> will <u>skill</u> as measured by evidence. By (date), given (service), XXXX will solve 2-digit addition problems with regrouping in 50% of opportunities over 5 consecutive presentations as measured by (evidence). Objective(s) required? ☐ Yes ☐ No By <u>date</u>, given <u>service</u>, <u>child’s name</u> will <u>skill</u> as measured by evidence.	Progress:
Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): XXXX can solve single-digit subtraction problems in 40% of opportunities. Measurable Goal (MUSER IX.3.A.(1)(b) & (c) By <u>date</u>, given <u>service</u>, <u>child’s name</u> will <u>skill</u> as measured by evidence. By (date), given (service), XXXX will solve single-digit subtraction problems in 80% of opportunities over 5 consecutive presentations as measured by (evidence). Objective(s) required? ☐ Yes ☐ No By <u>date</u>, given <u>service</u>, <u>child’s name</u> will <u>skill</u> as measured by evidence.	Progress:

FDP2 – Section 4D

Functional/developmental gaps (skill deficits) of the child.

[34 CFR 300.324\(a\)\(1\)](#)

MUSER IX.3.C(1)(d)

Compliance

Yes = Documents the child's distinctly measurable and persistent functional gaps (skill deficits) aligned to evaluations.

No = No functional gaps noted.

NA= The child is on par with peers functionally.

FDP7 – Section 4D

Functional/developmental “how” statement.

[34 CFR 300.320\(a\)\(1\)](#)

MUSER IX.3.A(1)(a)(i)

Compliance

Yes = The statement of how the child's distinctly measurable and persistent functional gaps (skill deficits) affect their involvement and progress in the general education curriculum is present and answers the question.

No=The statement of how the child's distinctly measurable and persistent functional gaps (skill deficits) affect their involvement and progress in the general education curriculum is missing or doesn't answer the question.

NA=No functional gaps.

Section 4D: Distinctly Measurable and Persistent Gaps in Functional Performance and “How” Statement

Identification of the distinctly measurable and persistent gaps in Functional performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

**Distinctly
Measurable and
Persistent Gaps in
Academic
Performance
(Needs)**



How Statement

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?

**Self-Regulation*

This deficit impedes his ability to attend to and engage in lessons within the general education setting.



Remember, you must have *BOTH* the skill gap and the how statement.

**Distinctly
Measurable and
Persistent Gaps**



How Statement

<u>Skill Gap</u>	<u>How Statement</u>
(Cognitive) Mary's deficits in problem solving	impact her ability to complete assignments independently.
(Communicative) Sarah's deficits with answering wh-questions	impact her ability to engage in conversations with peers during play activities.
(Motor) Michael's deficit with grasping items	impacts his ability use writing tools in class.
(Adaptive) Beth's deficit in hand washing	impacts her ability to maintain health and school attendance.
(Social/Emotional) Tom's self regulation deficits	impact his ability to effectively communicate his needs before disrupting class.
(Sensory) Barb's tactile defensiveness	impact her ability to stay on task in all grade level activities.

FDG1 – Section 4D to Section 5

Functional/developmental gaps aligned to goals

[34 CFR 300.320\(a\)\(2\)](#)

MUSER IX.3.A(b)(i)

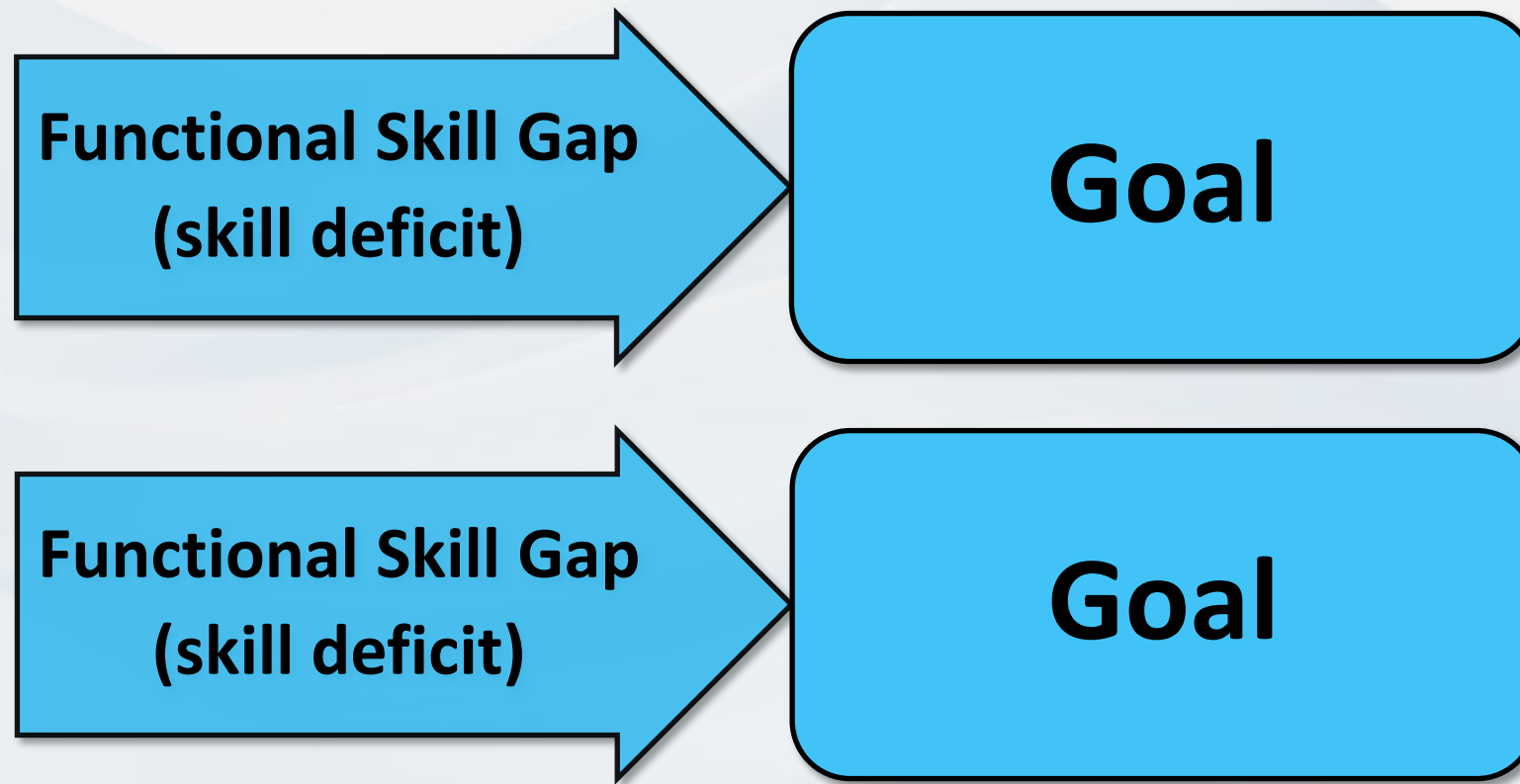
Compliance

Yes = Each identified distinctly measurable and persistent functional gaps (skill deficits) listed in Section 4D of the IEP is aligned to a corresponding goal.

No= Gap(s) listed in Section 4D are not addressed with a goal in Section 5.

NA=No functional gaps.

FDG1 – Section 4D to Section 5



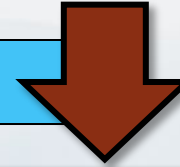
Skill Deficit = Goal

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?

- Follow visual schedule
- Request help

These gaps affect Sammy's ability to access age-appropriate classroom activities.

2 Skill Deficits = 2 Goals



FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas. Developmental performance refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

Sammy is unable to follow a visual schedule.

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 2023, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1. Remove visual for completed task 2. Place visual on "all done" square 3. Reference visual for next task 4. Travel to appropriate room/area 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

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

With adult prompting, Sammy uses a help card to request help in 50% of 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 June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.



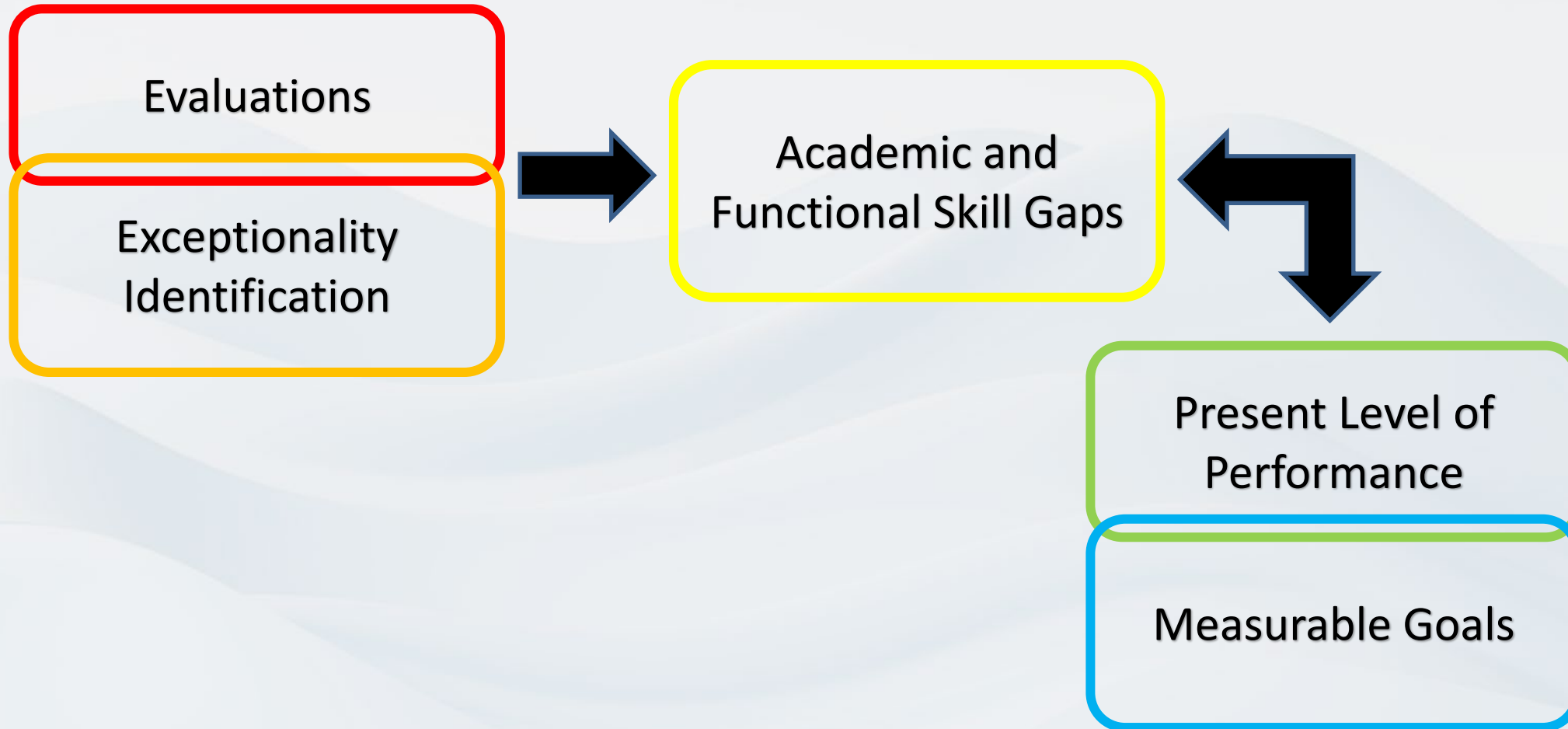
SBG1 – Section 5 to Section 4C

Academic goals aligned with the child's needs and present level of academic performance and designed to facilitate the child's achievement of grade level standards or the standards at which the child is performing based on the Maine Learning Results.

34 CFR 300.320(a)(2)(i)(A)

MUSER IX.3.A(1)(b)(i)

Each measurable goal aligns back to a gap in Section 4C.



Each measurable goal aligns back to a gap in Section 4C.

Academic

- C. Based on evaluative information in **4A**, what are the child's distinct deficits and **how** do they affect the child's involvement and progress in the general education classroom?
- *reading comprehension
 - This deficit impacts Jane's ability to answer comprehension questions
 - *adding fractions
 - *multiplying whole numbers
 - These deficits impact Jane's ability to participate in grade-level assignments and complete grade level assignments.
 - *coming up with topics to write about
 - This deficit impacts her ability to write at her current grade level

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 <i>reading, writing, listening, speaking, and mathematical problem solving</i> in the school environment.	
Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jane can add fractions with 60% accuracy.	Progress:
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)) By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence. By February 2026, given specially designed instruction, Jane will be able to add fractions with unlike denominators with a 90% success rate as measured by <u>student work</u> samples. QR.C.NF.A/B; QR.EA.NS.A	
Objective(s) required? ☐ Yes ☒ No By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.	
Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jane can multiply whole numbers with 75% accuracy.	Progress:
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)) By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence. By February 2026, given specially designed instruction, Jane will be able to multiply whole numbers with a 90% accuracy rate as measured by student work samples. QR.C.NBT.A/B; QR.EA.NS.B; AR.C.OA.B/D	
Objective(s) required? ☐ Yes ☒ No By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.	
Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jane uses comprehension skills to be able to identify parts of a story (point of view, plot, setting, characters, conflict, theme/central idea) with 70% accuracy.	Progress:
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)) By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence. By February 2026, given specially designed instruction, Jane will use comprehension skills to be able to identify parts of a story (point of view, plot, setting, characters, conflict, theme/central idea) with 90% accuracy as measured by work samples and teacher data. R.5, R.6, R.8, R.9	
Objective(s) required? ☐ Yes ☒ No By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.	
Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Jane uses a graphic organizer to brainstorm writing topics in 1 out of 5 instances.	Progress:
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)) By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence. By February 2026, given specially designed instruction, Jane will use a graphic organizer to brainstorm writing topics in 4 out of 5 instances as measured by work samples and teacher data. L.1, L.2, L.3, W.2, W.3	

SBG3 – Section 5

IEP academic goals are measurable (including measurement data or activities to be measured by percent, frequency, or specific demonstration of mastery).

[34 CFR 300.320\(a\)\(3\)\(i\)](#)

MUSER IX.3.A(1)(b), MUSER IX.3.A(1)(c), MUSER VII.2

Compliance

Yes = All academic goals are measurable and enable progress towards access to the general education curriculum.

No = All or some academic goals are not measurable (i.e. no measurement data, specific curriculum, or standard scores)

NA= No academic goal needed.

Measurable Academic Goals

Compliance versus Best Practice

Compliance –

- must be measurable
- must include measurement data
- cannot be specific curriculum or standard scores
- if a rubric is used as measurement, it must be attached to the IEP

Best Practice –

- avoid multiple skills
- be skill specific, avoid outcome-based goals
- avoid using grade level as measurement



SBG3-Measurability of Academic Goals

- Avoid using the standard as your goal

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

Jack is currently answering comprehension questions regarding a beginning of 3rd grade level text with 50% accuracy.

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

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

By 10/2025, given specially designed instruction, Jack will answer comprehension questions regarding a beginning of 4th grade level text with 75% accuracy as measured by curriculum based assessments and teacher collected data. MLR.R.5.EA

Progress:

Goal $\neq$ Standard



Once the goal is written based on the student's gaps, review the grade level standards, align, and add the citation linking it to the standard

Strand	READING/KEY IDEAS AND DETAILS	
Standard 5	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.	
Grade Span	Early Adolescence	
	Grades 6-8	
Performance Expectations	a. Provide an accurate summary of various texts; b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.	



SBG4 – Standards Based Goals

IEP academic goals have a citation linking them to general education curriculum standards.

34 CFR 300.320 (a)(2i)(A)
MUSER IX (3)(b)(i) and (iii)

Compliance

Yes = All academic goals include full citation.

No = All or some academic goals do not include full citation.

NA= No academic goal needed.

Section 5: Academic Performance – Standards Based Goals

Compliance-

- Each academic goal is cited to standards

Best Practice-

- Each academic goal is cited to grade-level standards
- Each academic goal is cited to grade-level Alternate Academic Achievement Standards for students who take the alternate assessment

[Maine Learning Results-Content Standards](#)

[Alternate Academic Achievement Standards-Core Content Connectors](#)

Section 5: Academic Performance – Standards Based Goals

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

Walter spells CVC words with 35% accuracy.

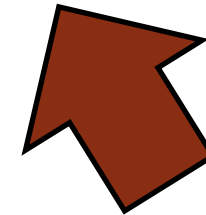
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By 11/1/2022, given specially designed instruction, Walter will be able to spell CVC words with 90% accuracy, as measured by data collection, teacher observation, work samples or similar. **MLR L.C.2**

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

Objective(s) required? ☐ Yes ☐ No

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



MLR = Maine Learning Results

L = Strand (Language)

C = Grade Span (Childhood (K-5), Early Adolescence (6-8), and Adolescence (9-Diploma))

2 = Standard Number

SBG5 – Section 5 to Section 7

Academic IEP Goal/Special Education Service Alignment

[34 CFR 300.320\(a\)\(4\)](#)

MUSER IX.3.A.(1)(d)(i)

Compliance

Yes = All academic goals are being addressed through a provision of special education service.

No = All or some academic goals are not being addressed through a provision of special education service.

NA = No academic goals.

Section 5

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)):

Sammy spells CVC words with 35% accuracy.

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

By 11/2023, given specially designed instruction, Sammy will be able to spell CVC words with 90% accuracy, as measured by data collection, teacher observation, work samples or similar. MLR L.C.2

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

Sammy writes sentences with 3 words or fewer.

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

By 11/2023, given specially designed instruction, Sammy will be able to expand his writing by creating sentences that have 4 or more words with 80%, as measured by data collection, teacher observation, work samples or similar. MLR W.C.3

Progress:

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

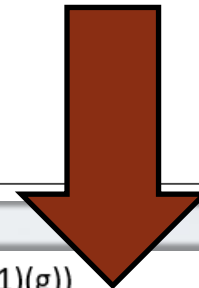
Given a definition, Sammy expresses the correct vocabulary word with 50% accuracy.

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

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

By 11/2023, given specially designed instruction, Sammy will be able to express the correct vocabulary word with 80%, as measured by data collection, teacher observation, work samples or similar, when given a definition. MLR L.C.6

Progress:



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

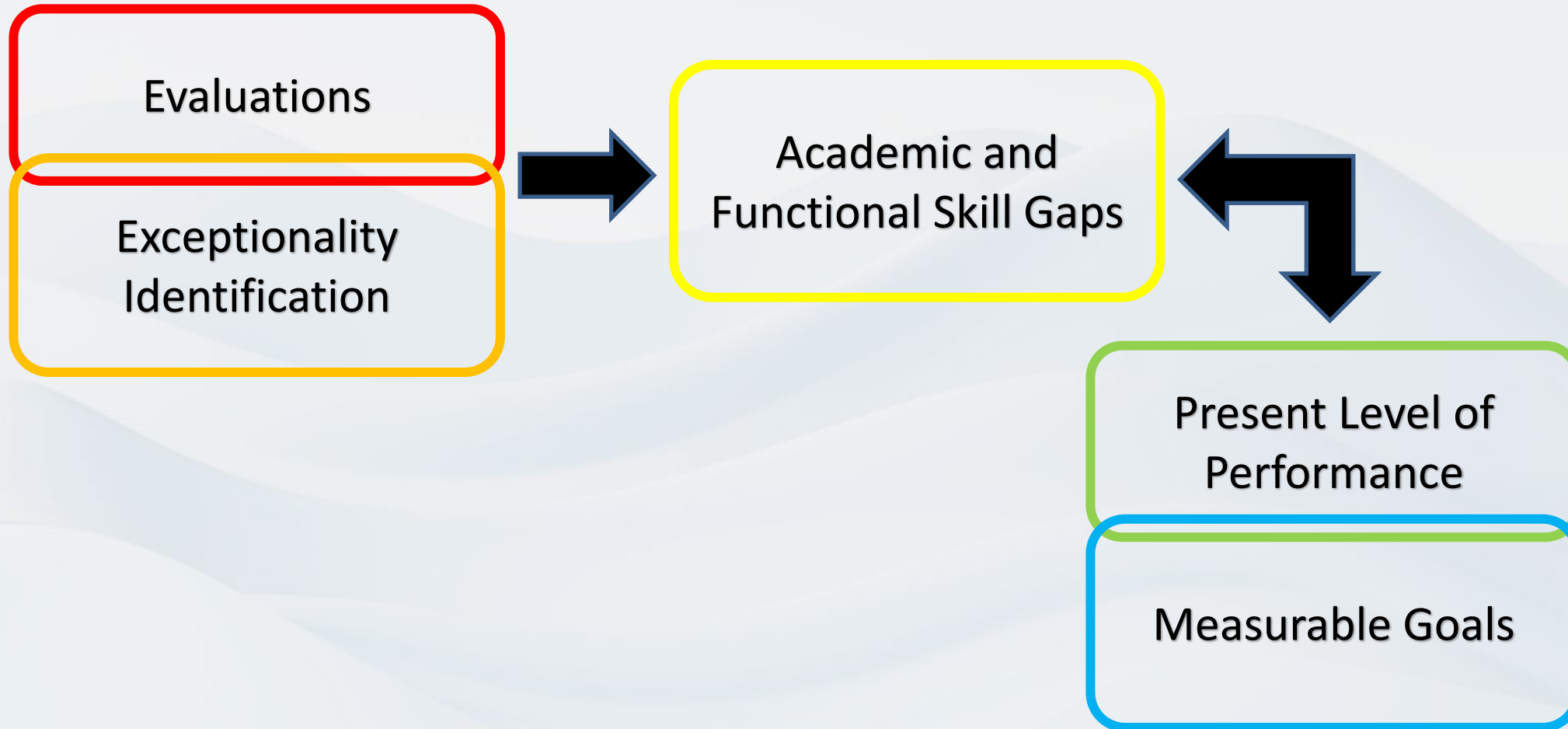
Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Writing	Special Education Teacher	Special Education Setting	30 minutes per day	11/14/2022-11/13/2023

FDP4 – Section 5 to Section 4D

Functional goals aligned with the child's needs
and present level of functional performance.

34 CFR 300.320(a)(2)(i)(A)
MUSER IX.3.A(1)(b)(i)

Each measurable goal aligns back to a gap in Section 4D/4E.



Functional

- 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?

***asking for help when unsure of expectations**

This deficit impacts her ability to complete grade level tasks.

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas. Developmental performance refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

Jane can demonstrate self-control in the classroom through asking for help when she is unsure of what the expectations for her are with 60% of all opportunities.

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

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

By February 2026, given specially designed instruction, Jane will demonstrate self-control in the classroom through asking for help when she is unsure of the expectations with 90% of all opportunities as measured by work samples, work completion, and teacher data.

Objective(s) required? ☐ Yes ☐ No

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

Progress:

Each measurable goal aligns back to a gap in Section 4D/4E.

FDP5 – Section 5

IEP functional/developmental goals are measurable (including measurement data or activities to be measured by percent, frequency or specific demonstration of mastery).

[34 CFR 300.320\(a\)\(3\)\(i\)](#)

MUSER IX.3.A(1)(b), MUSER IX.3.A(1)(c), MUSER VII.2

Compliance

Yes = All functional/developmental goals for this service provider are measurable and enable progress towards access to the general education curriculum.

No = All or some functional/developmental goals are not measurable (i.e. no measurement data, specific curriculum, standard scores)

NA= No functional/developmental goal needed.

Measurable Functional Goals

Compliance versus Best Practice

Compliance –

- must be measurable
- must include measurement data
- cannot be specific curriculum or standard scores
- if a rubric is used as measurement, it must be attached to the IEP

Best Practice –

- avoid multiple skills
- be skill specific, avoid outcome-based goals
- avoid using grade level as measurement



Functional Measurable Goal

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: **Functional performance** refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional and sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

Currently, ----- can utilize a tool from her individualized tool kit with support from an adult when prompted to do so, in 1 out of 5 opportunities.

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

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

Progress:

By 12/12/2021, given specially designed instruction and consult from an Occupational Therapist, ----- will improve her self-regulation skills as demonstrated by independently utilizing a tool from her individualized tool kit, (including, but not limited to, Break card, Help card, fidget, First/Then board, or similar) to aid in self-regulating to an expected state in 4 out of 5 opportunities, as measured by teacher observation, data collection, increased time wearing a mask or similar.

Baseline Data
=
Present Level



**Measurable
Functional Goal**

FDP5-Measurability of Functional/Developmental Goals

- Avoid outcome goals

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

Simon has 15 emotional outbursts a day that are disruptive to his class.

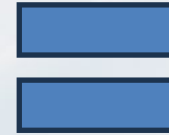
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

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

By December 2025, given direct social work services and BCBA consultation, Simon will reduce his emotional outbursts that disrupt class to 1 or less per day across 5 days, as measured by daily data collection.

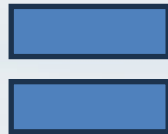
Objective(s) required? ☐ Yes ☐ No

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



Outcome based goal

Skill based goal



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

Simon can identify 0 self-regulation strategies in real or contrived situations.

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

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

By December 2025, given direct social work services and BCBA consultation, Simon will identify 3 different self-regulation strategies by choosing the appropriate visual in real and contrived situations in 80% of opportunities over 5 sessions as measured by daily data collection.

Objective(s) required? ☐ Yes ☐ No

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

FDP6 – Section 5 to Section 7

Functional/Developmental IEP Goal/Special Education/Related Service Alignment

[34 CFR 300.320\(a\)\(4\)](#)

MUSER IX.3.A.(1)(d)(i)



Compliance

Yes = All functional/developmental goals for this service provider are being addressed through a provision of special education or related service.

No = All or some functional/developmental goals are not being addressed through a provision of special education or related service.

NA = No functional/developmental goals.

For Academic and Functional/Developmental

Every Goal
needs a
Service

Every Service
needs a
Goal

Section 5

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas. Developmental performance refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

Sammy is unable to follow a visual schedule.

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 2023, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1. Remove visual for completed task 2. Place visual on "all done" square 3. Reference visual for next task 4. Travel to appropriate room/area 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

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

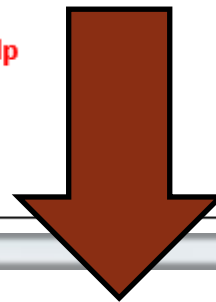
With adult prompting, Sammy uses a help card to request help in 50% of opportunities.

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

Progress:

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

By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.



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 Executive Function	Special Education Teacher	Special Education	1 hour / 5x per week	6/19/2022 – 6/18/2023
Speech/Language Services				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Transportation				
Other BCBA consultation	BCBA	Special Education	30 min per week	6/19/2022 – 6/18/2023



SAS1 – Section 6

A statement of supplementary aids, services, modifications, and/or supports to be provided to the child

[34 CFR 300.320\(a\)\(4\), \(a\)\(6\), \(a\)\(7\)](#)

MUSER IX.3.A(1)(d)

Compliance

Yes= Each accommodation, etc includes Location, Frequency, and Duration.

No= section 6A of the IEP has blank boxes.

Section 6: Supplementary Aids, Services, Modifications and/or Supports

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Sensory Tool Kit Help Card Break Card Squishy First/Then Board	☒ Classroom Instruction	Special Education and General Education	As needed	9/18/21-9/17/22
	☒ Classroom Assessment			
	☒ District-wide Assessment			
	☒ State Assessment			
ILAP: Individual Language Acquisition Plan	☒ Classroom Instruction	Special Education and General Education	As needed	9/18/21-9/17/22
	☒ Classroom Assessment			
	☒ District-wide Assessment			
	☒ State Assessment			
Extra time quality over quantity with product frequent sensory breaks	☒ Classroom Instruction	Special Education and General Education	As needed	9/18/21-9/17/22
	☒ Classroom Assessment			
	☐ District-wide Assessment			
	☐ State Assessment			
Read Aloud/Human Reader for directions, questions/items, and response items, NWEA reading	☐ Classroom Instruction	Special Education	During NWEA Reading window	9/18/21-9/17/22
	☐ Classroom Assessment			
	☒ District-wide Assessment			
	☒ State Assessment			

- “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)

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6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
	☐ Classroom Instruction			
	☐ Classroom Assessment			
	☐ District-wide Assessment			
	☐ State Assessment			
	☐ Classroom Instruction			
	☐ Classroom Assessment			
	☐ District-wide Assessment			
	☐ State Assessment			
Regular Education Teacher/Occupational Therapist Collaboration	☒ Other	General Education Setting	As Needed	11/14/2022- 11/13/2023

- Discussion of progress and accommodations is not consultation. This should be documented in Section 6 as an accommodation.

ALT1 – Section 6

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child

[34 CFR 300.320\(a\)\(6\)\(ii\)](#)
MUSER IX.3.A(1)(f)(ii)

Compliance

Yes=If 'yes' is checked, there is an explanation of why the child can't participate in the general assessment.

No= 'Yes' is checked and there is no explanation.

NA='Yes' is not checked

Section 6B

B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A (1)(f)(ii)(I) & (II))

☒ Yes, the child meets qualifications outlined in the Participation Decision Flowchart.

- If yes, include an explanation: **The IEP Team used the participation decision flowchart to determine that given the students need for extensively adapted materials and consistently high levels of support, the alternate assessment is the correct choice.**

☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.

☐ Not applicable.

➤ If 'Yes', there is an explanation

ALT2 – Section 6 and Section 5

If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives aligned to the Alternate Academic Achievement Standards (AA-AAAS).

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

34 CFR 300.320(a)(2)(ii)

MUSER IX.3.A(1)(a)(iii)

Compliance

Yes= If section 6B is marked “Yes”, all academic goals must have short-term objectives linked to alternate standards.

No= Section 6B of the IEP is marked “Yes”, but the student does not have academic objectives linked to alternate standards.

NA- Section 6B is marked "No" or "NA"

ALT2 – Section 5

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

Lily is currently able to participate in conversations (including but not limited to: eye contact with the speaker, use of text to speech device), and express her own thoughts in 5 out of 10 opportunities per week.

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

Progress:

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

By November 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 8 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

Objective(s) required? ☒ Yes ☐ No

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

By February 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 6 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

By May 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 7 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

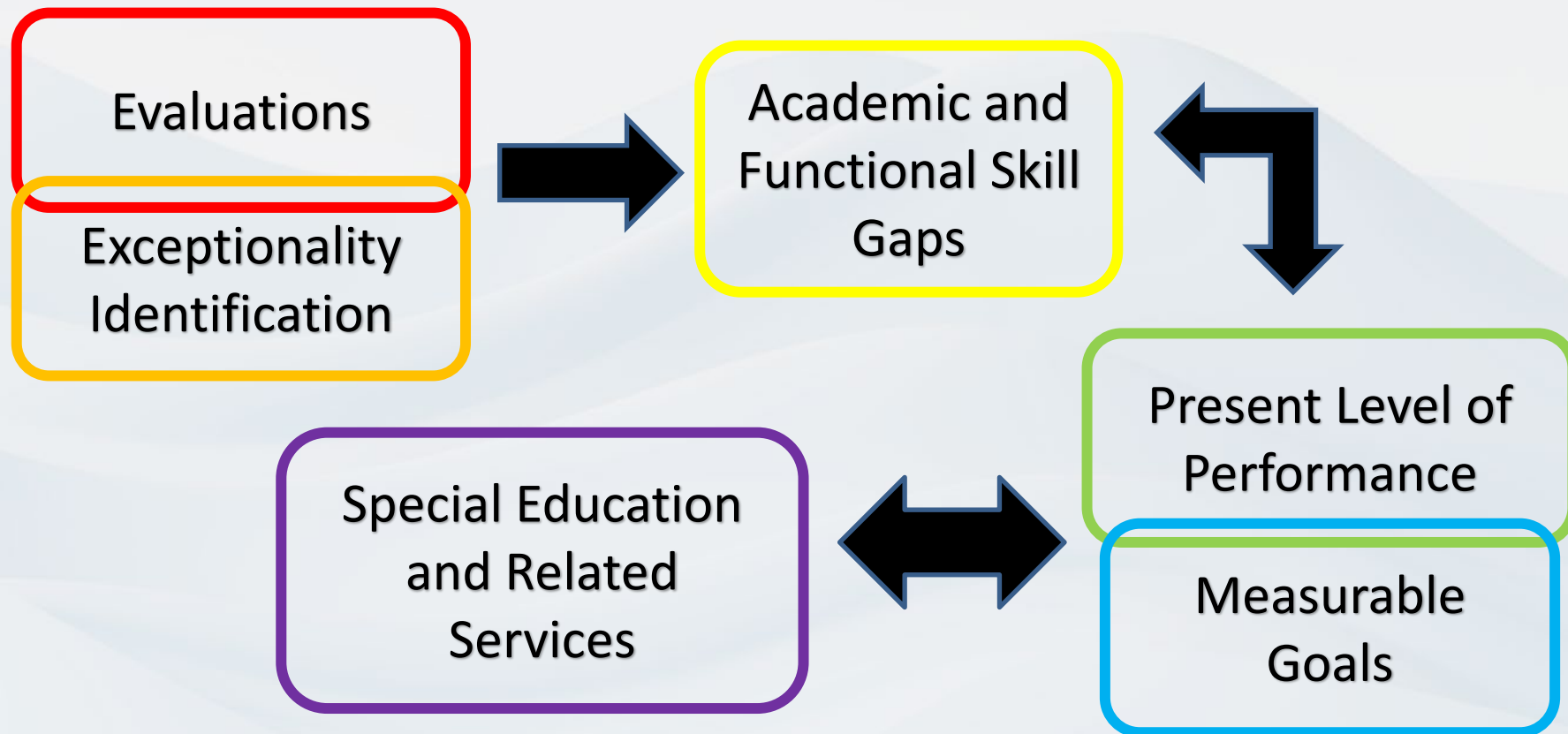
SVC1 – Section 7 to Section 5

Service grid/Goal alignment

34 CFR 300.320(a)(4)(i)

MUSER IX.3.A(1)(d)(i)

Each special education and/or related service is aligned back to a measurable goal.



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)):
Jane can add fractions with 60% accuracy.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))
By date, given service, child's name will skill as measured by evidence.
Progress:
By February 2026, given specially designed instruction, Jane will be able to add fractions with unlike denominators with a 90% success rate as measured by student work samples. QR.C.NF.A/B; QR.EA.NS.A
Objective(s) required? ☐ Yes ☒ No
By date, given service, child's name will skill as measured by evidence.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
Jane can multiply whole numbers with 75% accuracy.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))
By date, given service, child's name will skill as measured by evidence.
Progress:
By February 2026, given specially designed instruction, Jane will be able to multiply whole numbers with a 90% accuracy rate as measured by student work samples. QR.C.NBT.A/B; QR.EA.NS.B; AR.C.OA.B/D
Objective(s) required? ☐ Yes ☒ No
By date, given service, child's name will skill as measured by evidence.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
Jane uses comprehension skills to be able to identify parts of a story (point of view, plot, setting, characters, conflict, theme/central idea) with 70% accuracy.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))
By date, given service, child's name will skill as measured by evidence.
Progress:
By February 2026, given specially designed instruction, Jane will use comprehension skills to be able to identify parts of a story (point of view, plot, setting, characters, conflict, theme/central idea) with 90% accuracy as measured by work samples and teacher data. R.5, R.6, R.8, R.9
Objective(s) required? ☐ Yes ☒ No
By date, given service, child's name will skill as measured by evidence.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
Jane uses a graphic organizer to brainstorm writing topics in 1 out of 5 instances.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))
By date, given service, child's name will skill as measured by evidence.
Progress:
By February 2026, given specially designed instruction, Jane will use a graphic organizer to brainstorm writing topics in 4 out of 5 instances as measured by work samples and teacher data. L.1, L.2, L.3, W.2, W.3

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: **Functional performance** refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional and sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):
Jane can demonstrate self-control in the classroom through asking for help when she is unsure of what the expectations for her are with 60% of all opportunities.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c))
By date, given service, child's name will skill as measured by evidence.
Progress:
By February 2026, given specially designed instruction, Jane will demonstrate self-control in the classroom through asking for help when she is unsure of the expectations with 90% of all opportunities as measured by work samples, work completion, and teacher data.
Objective(s) required? ☐ Yes ☐ No
By date, given service, child's name will skill as measured by evidence.

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 Language Arts/Executive Functioning	Special Education Teacher	Special Education	5x a week for 1 hour and 15 minutes	2/10/2025 to 2/9/2026
Specially Designed Instruction Math/Executive Functioning	Special Education Teacher	Special Education	5x a week for 45 minutes	2/10/2025 to 2/9/2026



SVC2 – Section 7

A statement of the special education and related services to be provided

[34 CFR 300.320\(a\)\(4\), \(a\)\(6\), \(a\)\(7\)](#)

MUSER IX.3.A(1)(d)

Compliance

Yes = Each service includes Frequency, Location, and Duration. Position Responsible is certified/licensed staff only.

No = There are blank boxes or information is non-compliant (ie. non-certified staff, invalid location, ESY all year)

Section 7: Special Education and Related Services

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				
Behavioral Health Day Treatment				
Transportation				
Other				

Child's needs drive services and their frequencies
not the school or program schedule.
These services and frequencies should be individualized.

Section 7: Special Education and Related Services

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	MUST FILL - Certified special educators or licensed related service providers are positions responsible	MUST FILL - Special Education Setting, General Education Setting, or Special Education/General Education Setting Location	MUST FILL - Minutes, hours, weekly, daily, or monthly	MUST FILL
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				Adjust dates to reflect duration of ESY
Related Services				Duration Beginning and End Date
Speech/Language Services				MUST FILL
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other				

Speech/Language services are a direct special education service when:

1. The child is a child with a Speech/Language impairment (solely or as a part of a Multiple Disability)
2. The child is a child with Autism and Speech/Language services are the child's only service.

SVC4 – Section 7 and Provider Schedules

Evidence that special education and related services that are identified on the IEP are being provided

34 CFR 300.320(a)(4)
MUSER IX.3.A(1)(d)

Compliance

Yes = All services for the student are found on service provider schedules.

No = One or more services for the student cannot be found on service provider schedules.

SVC4 – Section 7 and Provider Schedules

Student Name	Direct and related services required as stated on service grid of IEP	Person providing the service	When seen by the provider	Frequency of each session	Notes
Example: J. Doe	SDI Reading	Page Turner	M-F	60 min	
	SDI Writing	Page Turner	M-F	30 min	
	SDI Math	Page Turner	M-F	45 min	
	Speech/Lang	Emma Articulate	Thursday	30 min	
	OT	Joe Visual	Monday	30 min	

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 Reading	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025
Specially Designed Instruction Writing	Special Education Teacher	General/Special Education	2.5 hrs/week	10/15/2024-10/14/2025
Specially Designed Instruction Math	Special Education Teacher	Special Education	5 hrs/week	10/15/2024-10/14/2025
Speech/Language Services Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	Speech/Language Pathologist	Special Education	120 min/month	10/15/2024-10/14/2025
Occupational Therapy	Occupational Therapist	Special Education	120 min/month	10/15/2024-10/14/2025

LRE1 – Section 8

An explanation of the extent, if any, to which the child will not participate with non-disabled students in the regular class and in extra-curricular and other non-academic activities

[34 CFR 300.114\(a\)\(2\)](#)

MUSER IX.2.B

Compliance

Yes = The LRE statement explains how the nature and severity of the disability affects the child's ability to be with same-age peers.

No = The statement does not address the ability of the student to be with same-age peers.

Section 8: Least Restrictive Environment

“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, and special classes, separate schooling, or other 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.**” MUSER [20 USC 1412(a)(5) and 34 CFR 300.114]

LRE3 – Section 8

Percentage of time with same age peers is
recorded

[34 CFR 300.320\(a\)\(5\)](#)

MUSER IX.2.B

Compliance

Yes = The percentage of time with same age peers is recorded.

No = The percentage of time with same age peers is not recorded.

LRE3 – Section 8

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)

What percentage of time is this child with non-disabled children?

General Education Setting

More than or equal to
10 hours
☐

Less than 10 hours
☐

Special Education Setting

Total # of hours:

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

FOR K-12 ONLY

What percentage of
time is this child with
non-disabled children?
73%

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
Sammy's Other Health Impairment due to ADHD is to such a degree that he requires individual and small group instruction in the special education environment.

LRE3 – Section 8

FOR K-12 ONLY	
What percentage of time is this child with non-disabled children? 85%	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): Mary's ADHD and associated deficits in attention and self-regulation require small-group specially designed instruction in a restricted environment with few distractions.
FOR K-12 ONLY	
What percentage of time is this child with non-disabled children? 25%	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): Sami learns at a slower pace than her peers due to her intellectual disability. Because she is below grade level, she receives services in the special education environment that are not available in the general education environment.
FOR K-12 ONLY	
What percentage of time is this child with non-disabled children? 100%	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)): Elliot is able to receive his special education services in the general education classroom with accommodations due to the nature of his specific learning disability.

LRE2 – Written Notice

Written notice includes discussion of
appropriate placement in the LRE

[34 CFR 300.503\(a\)\(1\)](#)

LRE2 – Written Notice

Written Notice

4. Describe any other options that the Team, which includes the parent, considered and the reasons why those options were rejected:

The IEP Team discussed Suzie's current progress in mathematics. The IEP Team considered Suzie accessing the regular education math class, but later determined that due to Suzie's academic deficits, her needs would be more appropriately met in a resource room setting to provide her with targeted intervention.

WRN2 – Written Notice

Written notice indicates all required members
were in attendance or excused

[34 CFR 300.321\(a\)](#)

MUSER VI.2.B

Compliance

Yes = The WN indicates who was in attendance, identifies in what capacity they attended the IEP (i.e. administrator, regular ed and special ed teacher, parent, child, etc.), and all required members were in attendance or excused

No = One or more necessary members were not in attendance or excused, the WN does not indicate who was in attendance or the WN does not identify in what capacity they attended the IEP meeting.

WRN2 – Written Notice

Required Participants for IEP Meetings (MUSER VI.2.B)

- ✓ The child's parents
- ✓ No less than one regular education teacher which should include career/technical/adult ed teachers when appropriate
- ✓ No less than one special education teacher
- ✓ A representative from the SAU that
 - is qualified to provide or supervise special education instruction
 - Is knowledgeable in general education curriculum
 - is knowledgeable about the availability of resources and has written authorization to obligate funds for the SAU

- ✓ At the discretion of parents or SAU, others who may have knowledge or special expertise regarding the child, including related service providers.
- ✓ An individual who can interpret the instructional implications of evaluation results, who may be otherwise a member of the team.
- ✓ Whenever applicable, the child.
- ✓ For a child who is a state ward or state agency client, the child's caseworker representing a youth serving agency.

WRN2 – Written Notice

Attendance Not Necessary

A member of the IEP Team *is not* required to attend an IEP Team Meeting if the parent and the SAU agree in writing that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.

Excusal

A member of the IEP Team may be excused when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if—

- (1) The parent, in writing, and the SAU consent to the excusal; and
- (2) The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
- The SAU must ensure that the child's IEP Team is informed of any changes

PPR1 – Progress Reports

Evidence that progress reports are sent
concurrent with report cards

[34 CFR 300.320\(a\)\(3\)\(ii\)](#)

PPR1 – Progress Reports



This can be through progress noted on the IEP

OR

Separate printed progress notes

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)):

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

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

Objective(s) required? ☐ Yes ☐ No

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

Progress:



FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: **Functional performance** refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional and sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

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

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

Objective(s) required? ☐ Yes ☐ No

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

Progress:







IEP Training

Wednesday, 10/7/2026
9:00 am - 11:00 am

Let's talk about...

Post-Secondary Transition Plans



TRA1 – AWN

For 9th grade children (or earlier, if appropriate):
AWN of IEP meeting indicating that a purpose
of the meeting is to consider post-secondary
goals and transition services.

34 CFR 300.322(b)(2)(i)(A)
MUSER VI.2.H(b)(i)(I)

AWN – Purpose of the Meeting

- ✓ purpose of the meeting is checked on the AWN (Post-secondary goals and transition services)

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)(i) & .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))

TRA2 – AWN

There is evidence that the child was invited to attend the IEP meeting.

34 CFR 300.321(b)(1)
MUSER VI.2.C(3)(c)

AWN – Child Invited to Meeting

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

Representative of outside agencies:	
Child or adult student:	Bill
CDS staff:	

- ✓ Best practice is including them in the salutation
e.g., “Dear Parent and Student”

Dear **Mom, Dad, and Bill** ,

An IEP/IFSP Team meeting has been scheduled for:

TRA3 – 9G, AWN and Parent Consent

There is evidence that an agency likely to be responsible for providing or paying for transition services was invited to attend the IEP meeting, to extent appropriate and with parent's (or adult child's) prior consent.

34 CFR 300.321(b)(3)

MUSER VI.2.C(3)(e)

AWN – Agency Invited with Parent’s PRIOR Consent

- ✓ if appropriate, a representative of any participating agency is invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority
- ✓ documented with Parental Consent to Invite Other Agencies to IEP Meetings-Postsecondary Goals & Transition Services

Section 9G

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**

TRA3- 9G and AWN

To the extent appropriate, with the consent of the parents or the child who has reached age of majority, in implementing the requirements of (c) above, the **public agency must invite** a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

[34 CFR 300.321(b)(3)]

- Document parent consent or lack of consent using the Parental Consent to Invite Other Agencies form

Parental Consent to Invite Other Agencies to IEP Meetings Secondary Transition – Post-Secondary Goals and Transition Services

Maine Unified Special Education Regulations (MUSER VI(2)(c)(3)(e))

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:		

Date given/mailed to parent:

Date received back from parent:

Dear ,

An IEP team meeting will be scheduled for your child in the near future.

One of the purposes of the meeting will be to discuss your or your child's post-secondary goals, and address the transition services that support those goals. The following list identifies the agencies other than the school that we believe should be invited to this meeting, and the basic reasons why we feel it is important to invite them. **Please check the appropriate box (yes or no) indicating whether you give consent to invite each of the listed agencies to this meeting and sign below.**

Agency to be invited (e.g., Voc. Rehab)	Reason (e.g., employment supports)	Consent	
		YES	NO

I understand the basic reason(s) for inviting the agencies listed above. I understand that my consent, if given, is voluntary. I further understand that this consent form is required for each meeting where post-secondary planning is discussed.

Parent/Guardian Signature

Date

Enclosures may be included within this document and recorded below:

Post-Secondary goal(s) are updated annually.

34 CFR 300.320(b)

MUSER IX.3.A(1)(h)

WN – Post- Secondary goals updated

- ✓ Document/statement in the WN that the transition plan and post-secondary goals are being updated

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.

TRA5 – Section 9B

Post-secondary goal(s) are based on age-appropriate transition assessments.

34 CFR 300.320(b)(1)

MUSER IX.3.A(1)(h)(i)

Section 9B – Transition Assessments

- ✓ Document all transition assessments that have been completed
- ✓ Best practice is to include the year the assessment was provided

B. List of Transition Assessments Completed:

Informal student interview (2022)

Career interest inventory (2023)

Classroom observation (2023)

[Transition Assessment Resources](#)

TRA6a – Section 9D

IEP contains appropriate measurable post-secondary goals addressing education or training after high school.

34 CFR 300.320(b)(1)

Section 9D – Education/Training Goals

- ✓ Document the type of education and or training the child will receive in order to pursue their career choice

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.

TRA6b – Section 9D

IEP contains appropriate measurable post-secondary goal addressing employment after high school.

34 CFR 300.320(b)(1)

MUSER IX.3.A(1)(h)(i)

Section 9D – Employment Goals

- ✓ Take the education or training goal and make a statement about employment
- ✓ Education/training and Employment goals should be in alignment

Employment Goal

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

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

TRA6c – Section 9D

IEP contains appropriate measurable post-secondary goal addressing independent living after high school.

34 CFR 300.320(b)(1)

MUSER IX.3.A(1)(h)(i)

Section 9D – Independent Living Goals

- ✓ Should be considered for all children, not just those with significant cognitive deficits

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.

TRA7 – Section 9E

Transition plan includes courses of study needed to assist the child in reaching post-secondary goals.

34 CFR 300.320(b)(2)

MUSER IX.3.A(1)(h)(ii)

Section 9E – Course of Study

- ✓ Indicate a multi-year high school plan (current year of high school to anticipated exit date)
- ✓ Align with and will enable the student to meet postsecondary goals

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.

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

TRA8 – Section 9F

IEP identified transition services needed to assist the child in reaching post-secondary goals.

34 CFR 300.320(b)(2)

MUSER IX.3.A(1)(h)(ii)

Section 9F – Transition Services

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, toward meeting annual and post-secondary goals. Include special education, general education, agencies, and services provided by families, as appropriate for the child's needs. Transition services must be 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**

- Should NOT include future services/activities
- Leave previous years services in this section
- Include at least one transition service for each; only if appropriate for daily living skills
- Best documented in a bulleted list

TRA9 – Section 9D and Section 5

IEP contains measurable annual goals related to the child's transition services identified in the IEP.

34 CFR 300.43(a)(2)
MUSER VI.2.C(3)(a)

Section 9D and Section 5 – Annual Goals

- ✓ At least one annual goal in Section 5 that addresses the post-secondary goals

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.



Post-Secondary Transition Training

Wednesday, 10/21/2026
9:00 am -10:30 am



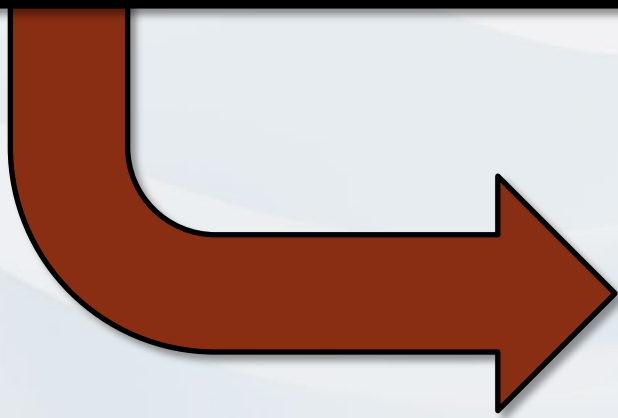
2026-2027 Documents for Onsite Review

- Access to full paper file is easiest
- If you have electronic files only, please make them accessible to us.

OPTIONS FOR ELECTRONIC ACCESS

- Provide temporary access to your vendor
- Create PDFs and email to monitoring.doe@maine.gov
- Print 1 copy of all needed paperwork

**For your onsite visit,
please gather the
following:**



Policies and Procedures

- ☐ IEP Fund Authorization Letters
- ☐ Child Find
- ☐ Restraint/Seclusion
- ☐ Referral

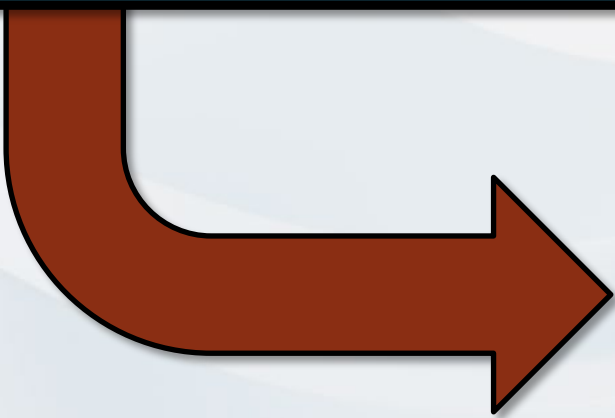
Review of IEPs

- ☐ Same files/IEPs reviewed on the Self-Assessment
 - Provide current/most recent IEP
- ☐ Written Notice from Annual Meeting
- ☐ IEP Progress Reports documenting progress on goals
- ☐ Complete attached form (Services Provided) for each student including special education and related services
- ❖ 5 additional files will be requested onsite

OOU (Out-of-Unit)

- ☐ 1 from each OOU for file/IEP review
 - Provide current/most recent IEP
- ☐ Written Notice from Annual Meeting
- ☐ IEP Progress Reports documenting progress on goals
- ☐ Complete attached form (Services Provided) for each student including special education and related services
- ☐ All files for any active student (not graduating) placed at OOU within the last 2 school years (25-26 or 26-27)
 - We will be looking at:
 - ☐ IEP and WN prior to placement
 - ☐ WN of placement
 - ☐ WN of 30 day review
 - ☐ current IEP
 - Access to the full file is easiest

**For your onsite visit,
please gather the
following:**



Transition Plans (B13)

- **10 transition plans** (number is flexible depending on child count)
 - No seniors
- Provide for each:
 - ☐ **Consent to invite outside agency**, if applicable
 - ☐ **AWN from annual**
 - ☐ **WN from annual**
 - ☐ **Section 5 (goals) of IEP**
 - ☐ **Section 9**
- Can overlap with self-assessment files and/or OOU files

Abbreviated Day

- **All files for students currently on Abbreviated Day**
- We will be looking at:
 - ☐ **WNs from start of Abbreviated Day to present**
 - ☐ **IEPs from start of Abbreviated Day to present**
- Documents regulatory expectations

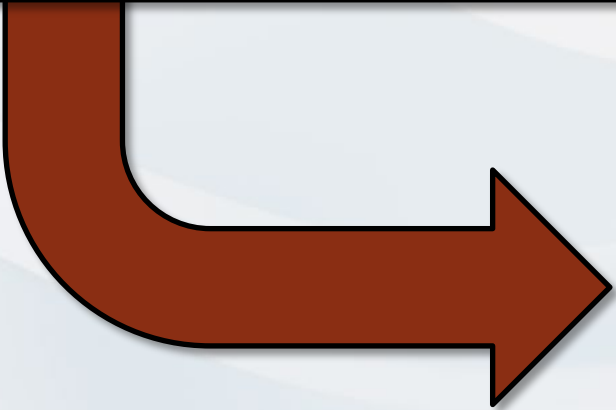
Parentally Place Private School Students

- **All ISPs for students placed in private school(s) within your district, if applicable**

Forms

- ☐ **1 Speech/Language Eligibility Form**
- ☐ **3 Learning Disability Evaluation Forms including signatures**
- ☐ **3 Adverse Effect Forms**
- From initial evaluations and/or reevaluations
- Can be a mix of both
- ☐ **3 Summary of Performance Forms**
- ☐ **3 Eligibility Forms from students that have been dismissed from services or changed disability category**

**For your onsite visit,
please gather the
following:**



Child Find (B11) K-12

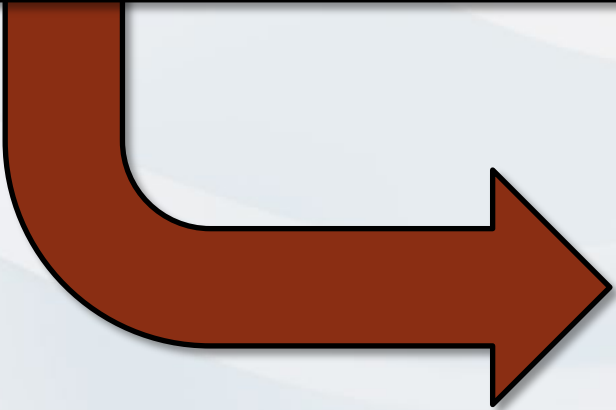
- 10 Initial Referrals – from 25-26 and/or 26-27 school year
 - ☐ AWN of initial referral OR WN of initial referral (documenting Procedural Safeguards were given upon initial referral)
 - ☐ signed Parental Consent to Evaluate with date received by SAU
 - ☐ First page of each evaluation identified on consent
 - ☐ WN of eligibility meeting *this needs to be ≤ 45 school days from date received on Parental Consent to Evaluate
 - ☐ School calendars for 25-26 and 26-27 with 'no school' days marked
- >45 school days use Acceptable/Unacceptable Reasons for Delay chart
 - Acceptable/Unacceptable Reasons Chart included at the end of the checklist

For SAUs who have adopted responsibility for FAPE for Pre-K

Transition from Part C to Part B (B12) and (B11) Pre-K

- All Part B referrals in the 6 months prior to on-site visit
 - ☐ WN from Part C Transition Conference with evidence of Part B representative present
 - ☐ AWN of initial referral OR WN of initial referral (documenting Procedural Safeguards were given upon initial referral)
 - ☐ Signed Parental Consent to Evaluate with date received by SAU
 - ☐ First page of each evaluation identified on consent
 - ☐ Initial IEP if eligible *must be implemented by 3rd birthday
 - ☐ WN of eligibility meeting
- >60 days or not implemented by 3rd birthday use Acceptable/Unacceptable Reasons for Delay chart
 - Acceptable/Unacceptable Reasons Chart included at the end of the checklist

**For your onsite visit,
please gather the
following:**



Disciplinary Removals (B4)

- Any student with an IEP that has been removed for more than 10 days
 - ☐ Discipline records/logs
 - ☐ WN documenting that services were provided beginning day 11
 - ☐ WN documenting FBA discussion MD (Manifestation Determination) meeting
- ❖ November-December visits include documentation from school year 2025-2026
- ❖ April-May visits include documentation from school year 2026-2027

Out of Unit Placement

[34 CFR 300.325](#)

<u>Finding</u>	<u>What</u>	<u>Where</u>
OOU2	IEP Team documentation of program components of a placement to support the IEP developed 34 CFR 300.325(a)(1) MUSER IX.3.H	WN
OOU3	Representative of the placement is present at an IEP meeting prior to out-of-unit placement 34 CFR 300.325(a)(2) MUSER IX.3.H	AWN, WN
OOU5	IEP review meeting within 30 days after placement MUSER IX.3.H	AWN, WN
OOU7	Annual IEP review 34 CFR 300.325(b)(2) MUSER IX.3.I(2)	AWN, WN
OOU9	Document discussion of reevaluation, if needed 34 CFR 300.303(b) MUSER V.1.B(2) MUSER IX.3.I(4)	AWN, WN

Summary of Performance and Eligibility Forms

<u>Finding</u>	<u>What</u>
FOT2	Summary of Performance • Include summaries of academic and functional performance • Include recommendations for child action and accommodations for education, employment, training, and independent living (optional) 34 CFR 300.305(e)(3) MUSER VI.2.C(3)(g)
FOT3	Specific Learning Disability Eligibility Form • Include verification with data • Include strengths and weaknesses • Team members must sign the document 34 CFR 300.306(b) 34 CFR 300.306(c)(1)(i) MUSER VII.2.L(2)
FOT4	Speech/Language Eligibility Criteria • Include verification with data • Document the criteria(s) that documents adverse impact • Document and include all Severity Rating Scales 34 CFR 300.306(b) 34 CFR 300.306(c)(1)(i) MUSER VII.2.K(2)
FOT5	Form for Determination of Adverse Effect on Educational Performance • Include verification with data • N/A means Not Available 34 CFR 300.306(b) 34 CFR 300.306(c)(1)(i) MUSER VII.3

ERE1-Dismissal or Change in Eligibility

<u>Finding</u>	<u>What</u>
ERE1	• Change in Eligibility ○ Complete eligibility form(s) documenting previous disability category e.g., Speech/Language Form <u>AND</u> ○ Complete eligibility form(s) documenting current disability category e.g., Adverse Effect Form-for change to Autism • Dismissal from special education services ○ Complete eligibility form(s) documenting student does not qualify as a child with a disability 34 CFR 300.305(e)



Eligibility Forms 5/14/2025

[YouTube](#)

[Slides](#)

[Eligibility Forms Quick Reference Checklists](#)

B11: Child Find

<u>Finding</u>	<u>What</u>
INR1	Procedural Safeguards – • Procedural Safeguards were offered to parent upon initial referral • Document as enclosure in the AWN or Written Notice of the initial referral meeting <u>34 CFR 300.504(a)(1)</u> MUSER Appendix 1
INR3	Timeline – • Evaluations were completed within 45-school days (school days from date consent to evaluate was received by SAU to date eligibility meeting held) OR 60 calendar days for CDS <u>34 CFR 300.301(c)(1)(ii)</u> MUSER V.A(3)(a)

B12: Transition from Part C to Part B

<u>Finding</u>	<u>What</u>
INRC	• IEP was implemented before the child's 3rd birthday, or start of school year is summer birthday 34 CFR 300.124

Abbreviated Day

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 VI.2.L)

Abbreviated School Day does not apply to change in placement under Section XVII, Discipline of Children with Disabilities

(MUSER VI.2.L)

Abbreviated Day

- ❖ We will only be looking at this IF you have students on an Abbreviated Day.
- ❖ If you do not, please just let us know and this will not apply to you.

Abbreviated Day 3/26/2025

[YouTube](#) [Slides](#)

Abbreviated Day – Educational

<u>Finding</u>	<u>What</u>	<u>Where</u>
ADWN	Basis of Abbreviated Day – Educational or Medical Only MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
ADLR	LRE Percentage is based on full school day MUSER X.2.C(2)(c)	IEP 8
ADE1	How the student will access curriculum and IEP services MUSER VI.2.L(1)(a)	IEP 6&7, WN
ADE2	How the student will access assessments MUSER VI.2.L(1)(b)	IEP 6, WN
ADE3	Revised IEP including: • Re-entry plan – no longer than 45 calendar days • Actions the SAU will take to assist the child to participate in full day MUSER VI.2.L(1)(c) MUSER VI.2.L(1)(d)	IEP, WN
ADE4	If more than 45 calendar days, IEP team must convene every 20 school days MUSER VI.2.L(1)(e)	AWN, WN
ADE5	Documentation that 20-day meeting addresses the following: • Review progress toward return • Review progress in education setting • Determine what setting will allow the student to progress MUSER VI.2.L(1)(e)	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

<u>Finding</u>	<u>What</u>	<u>Where</u>
ADWN	Basis of Abbreviated Day – Educational or Medical Only MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
ADLR	LRE Percentage is based on full school day MUSER X.2.C(2)(c)	IEP 8
ADM1	How the student will access curriculum and IEP services MUSER VI.2.L(2)(b)	IEP 6&7, WN
ADM2	How the student will access assessments MUSER VI.2.L(2)(c)	IEP 6, WN
ADM3	Team must meet every 90 calendar days to review progress and amend IEP as necessary MUSER VI.2.L(2)(d)	AWN, IEP, WN
ADM4	IEP Team reconvenes when student is medically able to increase school day MUSER VI.2.L(2)(d)	AWN, WN

Disciplinary Removals

Please have files and discipline records available for all students with IEPs who were removed for more than 10 days during the 25-26 and 26-27 school years.

- ❖ November-December visits include documentation from school year 2025-2026
 - ❖ April-May visits include documentation from school year 2026-2027
1. Services provided beginning on day 11.
 2. FBA discussed during manifestation determination review.

Discipline & Manifestation Determination 5/28/2025

[YouTube](#) [Slides](#)



Notes about Timelines

Self-Assessments for **November-December** visits are due: **October 1, 2025**

Self-Assessments for **April-May** visits are due: **March 1, 2026**

- Links for the self-assessments were provided in the June email
- All other items will be reviewed when we come onsite

Notes about Timelines

- If applicable, you will have 30 days to correct any Abbreviated Day findings. This is **not optional** and will result in a systemic CAP finding.

For visits that take place **November-December**

- CAP will be **issued** January 31, 2027
- CAP will be **due** November 30, 2027

For visits that take place **April-May**

- CAP will be **issued** June 30, 2027
- CAP will be **due** April 30, 2028

CAP Evidence Submission

- ❖ **Child Specific**– Correction to non-compliance from children’s files found during the file review. These are included on the “Child Specific” document. Federal regulations require correction of each instance of non-compliance.
- ❖ **Systemic** – Evidence of systemic change from children’s files not included in the file review. The number of systemic submissions is based on child count and percentage of compliance.

CAP Evidence Submission

Submit all evidence to:
monitoring.doe@maine.gov



www.maine.gov/doe



Let's look at the Self-Assessment Microsoft Form



Resources

Maine Special Education Laws and Regulations



- IDEA
- MUSER
- Procedural Manual
- Procedural Safeguards

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](#)

Resources

Supervision, Monitoring, and Support Team Home Page



SAU Resources for Supervision, Monitoring & Support

[Professional Learning](#) - Recorded professional learning from the Office of Special Services and Inclusive Education (OSSIE).

[Monitoring Process](#) - Information and documents for those in the current monitoring cohort or those who want to prepare ahead.

[Resources](#) - General monitoring and support information, Quick Reference Checklists, Information Sheets, and more.

[Federal Requirements](#) - Learn about the data reported to the [Office of Special Education Programs \(OSEP\)](#) and how it relates to your file review.

Resources

Supervision, Monitoring and Support Resources



- Information Sheets
- Self-Assessment Form
- Quick Reference Documents



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](#)

Resources

Office of Special Services Professional Learning Page



- Professional Learning Recordings

[View more recordings](#) [Click header to sort by category](#)

Resources for Professional Learning

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

Show entries

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](#)

Resources

Resources for Families & Schools-Forms



- IEP & Related Forms
- Educator and Administrator Resources
- Family & Caregiver Resources



Educator and Administrator Resources

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

[Serving Multilingual Learners with Disabilities](#)

Maine Care Documentation

- [IEP Documentation Training One Video - June 2, 2021](#), Passcode: %r*KpD51
- [Presentation Slides](#)
- [IEP Guidance on IEP Documentation – May 2021 \(PDF\)](#)
- [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

Professional Learning Feedback and Contact Hour Form



Use the link to complete the form on
your computer

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

☐ Yes

☐ No

Next

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

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

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

☐ Yes

☐ No



Please reach out to any member of our team with questions about this presentation or other compliance related questions!

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Thank You!



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