

2024-2025 Cohort Training

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

Updated 5/2024

2024-2025 Cohort Training

This presentation is being recorded.

If you want a copy of the recording,
please contact Julie Pelletier.

julie.pelletier@maine.gov

Meet The Team



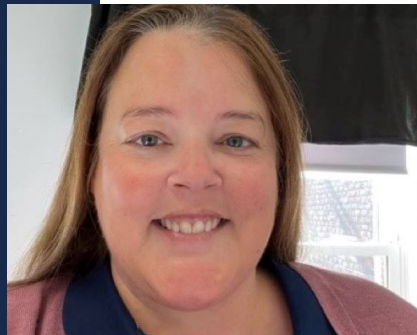
Colette Sullivan
Federal Programs Coordinator
colette.sullivan@maine.gov



Jennifer Gleason
Educational Specialist
jennifer.gleason@maine.gov



Karlie Thibodeau
Educational Specialist
karlie.l.thibodeau@maine.gov



Ashley Satre
Educational Specialist
ashley.satre@maine.gov



Julie Pelletier
Secretary Associate
julie.pelletier@maine.gov

Welcome!

- You are part of the 2024-2025 cohort for audit and review, as part of the General Supervision System.
- This is outlined in the August 25, 2017, version of Maine's Unified Special Education Regulations (MUSER).



24-25 Cohort



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- **Audit Process**
- **Self-Assessment**
- **Due Dates**
- **Parent and Staff Survey**
- **What's Next?**

Documents

In mid-June, each Director will receive an email from their contact person with the following:

- Copy of this PowerPoint
- Monitoring Timeline & Checklist
- Link to Self-Assessment
- IEP Quick Reference Document
- Professional Development Schedule
- Results Based Accountability Rubric





Monitoring Timeline

24-25 Monitoring Timeline (November-December)

ITEM	DATE
<u>Letter of Notification and Instruction</u> <ul style="list-style-type: none">• Outlines monitoring process for the cohort• Provides date and time of scheduled onsite visit• <u>No action required</u>	Sent mid-May, 2024
<u>24-25 Cohort Training</u> Attend training provided by Supervision, Monitoring, and Support Team	End of May, 2024
❖ Submit by <u>June 30, 2024</u>	
<u>Transition Plans (B13) Screeners ONLY</u> <ul style="list-style-type: none"><input type="checkbox"/> 2 screener submissions – (Section 9 <u>ONLY</u> of the IEP)<ul style="list-style-type: none">○ Submit screeners to monitoring.doe@maine.gov• Feedback will be provided• Corrections to these and subsequent transition plans is acceptable	Due by June 30, 2024
<u>24-25 How to Choose Training</u> <ul style="list-style-type: none">• Attend training provided by Supervision, Monitoring, and Support Team	Beginning of September, 2024

Monitoring Timeline

Self-Assessments for November-December visits are due: **October 1, 2024**

Self-Assessments for April-May visits are due: **March 1, 2025**



Self-Assessment

- Complete using Microsoft Form (link sent in email)**
 - Child count 30+ review 20 files, plus 1 from each OOU
 - Child count <30 review 10 files, plus 1 from each OOU
 - Child count <10 review all files, plus 1 from each OOU
- OOU (Out-of-Unit) placements
- A summary of your self-assessment data as entered will be shared with you after completion

Monitoring Timeline

❖ Please have these items/files readily available for review during our scheduled onsite visit

- Access to full file is easiest, however, we understand that many SAUs have moved to electronic filing
- If you have electronic files only please make them accessible to us:
 - Provide temporary access to vendor
 - Create PDFs and email to monitoring.doe@maine.gov
 - Print 1 copy of all needed paperwork



Monitoring Timeline

<p><u>Policies and Procedures</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy Document <input type="checkbox"/> IEP Fund Authorization Letters <input type="checkbox"/> Child Find <input type="checkbox"/> Restraint/Seclusion <input type="checkbox"/> Referral 	<p>Reviewed during onsite visit</p>
<p><u>Review of IEPs</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Same files/IEPs reviewed on the Self-Assessment <ul style="list-style-type: none"> • Provide current/most recent IEP 	<p>Reviewed during onsite visit</p>
<p><u>OOU (Out-of-Unit)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 from each OOU for file/IEP review <ul style="list-style-type: none"> • Provide current IEP <input type="checkbox"/> All files for any student placed at OOU within the last 2 years <ul style="list-style-type: none"> • We will be looking at: <ul style="list-style-type: none"> <input type="checkbox"/> IEP and WN prior to placement <input type="checkbox"/> WN of placement <input type="checkbox"/> WN of <u>30 day</u> review <input type="checkbox"/> current IEP • Access to the full file is easiest 	<p>Reviewed during onsite visit</p>
<p><u>Final Transition Plans (B13)</u></p> <ul style="list-style-type: none"> • 10 transition plans (number is flexible depending on child count) <ul style="list-style-type: none"> ◦ Age 16 and older, no seniors • Provide for each: <ul style="list-style-type: none"> <input type="checkbox"/> Consent to invite outside agency, if applicable <input type="checkbox"/> AWN from annual <input type="checkbox"/> WN from annual <input type="checkbox"/> Section 5 (goals) of IEP <input type="checkbox"/> Section 9 • Can overlap with self-assessment files and/or OOU files 	<p>Reviewed during onsite visit</p>
<p><u>Abbreviated Day</u></p> <ul style="list-style-type: none"> • All files for students currently on Abbreviated Day • We will be looking at: <ul style="list-style-type: none"> <input type="checkbox"/> WNs from start of Abbreviated Day to present <input type="checkbox"/> IEPs from start of Abbreviated Day to present • Documents regulatory expectations 	<p>Reviewed during onsite visit</p>



Monitoring Timeline

Forms

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

Reviewed during onsite visit

Child Find (B11)

- 10 Initial Referrals – from 23-24 and/or 24-25 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 23-24 and 24-25 with 'no school' days marked
 - >45 school days use Acceptable/Unacceptable Reasons for Delay chart
 - Acceptable
 - Unacceptable
- Reason: _____
- See Acceptable/Unacceptable Reasons Chart

Reviewed during onsite visit



Monitoring Timeline

<p><u>Pre-Findings (if any) and Abbreviated Day</u></p> <ul style="list-style-type: none"> • Non-systemic compliance findings and/or FAPE compliance • An email will be sent outlining the details and due date • If there are none, a follow-up email will be sent with next steps <p><input type="checkbox"/> Complete Pre-Findings and Abbreviated Day by due date outlined in email (if applicable)</p> <ul style="list-style-type: none"> ○ Submit to monitoring.doe@maine.gov 	<p>Sent after onsite visit Due within 30 days from notice of Pre-Findings</p>
<p><u>Corrective Action Plan (SAUs visited November-December)</u></p> <ul style="list-style-type: none"> • Includes <ul style="list-style-type: none"> ○ CAP Worksheet – Corrective Action Plan ○ Child Specific Findings – For Child Specific Correction ○ Summary of Findings (SOF) – Summary of % of compliance for onsite visit ○ Results Based Accountability Rubric 	<p>Issued on January 31, 2025 Due November 30, 2025</p>
<p><u>Corrective Action Plan (SAUs visited April-May)</u></p> <ul style="list-style-type: none"> • Includes <ul style="list-style-type: none"> ○ CAP Worksheet – Corrective Action Plan ○ Child Specific Findings – For Child Specific Correction ○ Summary of Findings (SOF) – Summary of % of compliance for onsite visit ○ Results Based Accountability Rubric 	<p>Issued on June 30, 2025 Due April 30, 2026</p>



Monitoring Timeline

24-25 Monitoring Timeline (November-December)



Mark Your Calendars!

<u>SAU/Charter</u>	<u>Onsite Visit Date</u>
Airline	12/3/24
AOS 43/MSAD 41	12/12/24
AOS 47	12/3/24
AOS 98	12/18/24
Aruther R. Gould	11/21/24
East Millinocket	12/10/24
Glenburn	12/4/24
Hermon	12/5/24
Lewiston	11/6/24
Maine Connections Academy	11/21/24
Medway	12/10/24
RSU 11/MSAD 11	11/14/24
RSU 15/MSAD 15	11/5/24
RSU 26	12/2/24
RSU 67/MSAD 67	12/11/24
RSU 75/MSAD 75	12/17/24
RSU 89	12/9/24
Scarborough	11/18/24
South Portland	11/19/24
Waterville	11/13/24
Westbrook	11/20/24
<u>Regional</u>	
Sheepscot Regional	12/17/24
<u>CDS</u>	
First Step	11/7/24
PEDS	11/12/24

Monitoring Timeline

24-25 Monitoring Timeline (April-May)



Mark Your Calendars!

<u>SAU/Charter</u>	<u>Onsite Visit Date</u>
AOS 91	5/21/25
EUT-Unorganized Territories	5/6/25
Falmouth	4/9/25
Fayette	5/29/25
Five Town CSD	5/14/25
Hancock Public Schools	5/22/25
Kittery	4/14/25
Lamoine	5/22/25
Long Island	4/10/25
Madawaska	5/5/25
Otis	5/19/25
RSU 17/MSAD 17	4/3/25
RSU 28/MSAD 28	5/14/25
RSU 40/MSAD 40	5/15/25
RSU 50	5/9/25
RSU 51/MSAD 51	4/7/25
RSU 55/MSAD 55	4/1/25
RSU 56	5/28/25
RSU 60/MSAD 60	4/16/25
RSU 61/MSAD 61	4/2/25
RSU 63	5/19/25
RSU 72/MSAD 72	3/31/25
RSU 86/MSAD 20	5/7/25
Union 69	5/13/25
Union 76	5/20/25
Winthrop	5/29/25
York	4/15/25
<u>CDS</u>	<u>Onsite Visit Date</u>
Aroostook	5/8/25
York	4/17/25

Audit Planning

- **OSEP Requirement (Memo 23-01)**
- **Based on August 25, 2017**
- **Individuals with Disabilities Act – IDEA**
- **Maine Unified Special Education Regulations**
 - **MUSER**



24-25 Cohort

ALL B13 Screeners are due: **June 30, 2024**

Self-Assessments for November-December visits are due:
October 1, 2024

Self-Assessments for April-May visits are due:
March 1, 2025

All other items will be reviewed when we come onsite.

Required Indicator – B13

B13: This is an SPP indicator, requiring evidence that demonstrates compliance.

Secondary Transition with IEP Goals: Percent of youth, ages 16 and up (**NO seniors**), with IEPs, with measurable annual IEP goals and transition services.



Required Indicator – B13

Send in 2 submissions to monitoring.doe@maine.gov

Include **Section 9** of the IEP **ONLY**

These will count as **Screeners**.

We will give you feedback on these screeners.

Please send screeners by June 30, 2024.

Why are we asking for screeners?

- We will give you feedback and encourage participation in B-13 training.
- We look at final B-13 submissions at the onsite.
- This gives districts several months to correct noncompliance during annual IEP meetings.



And that means...

- Corrections prior to onsite = fewer CAP findings.
- This applies to the self-assessment as well



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Required Indicator – B13

- Final B13 Reviews are no longer based on Child Count
- While onsite, we will review 10 full Transition Plans
- If you do not have 10, we will work with you

While onsite we will review:

- Awn, Wn and Full IEP for students
 - 16 years or older
 - Not graduating seniors (June 2025)



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B13: Transition Plans –

<u>Remember</u>	<u>Where</u>
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	Parental Consent & IEP 9G
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9B
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services	IEP 9F
Alignment Between Transition Goals and Annual Goals	IEP 5

Self-Assessment

Self-Assessment should include a variety of the following:

- Disabilities (Include at least one Multiple Disability)
- Ages (including transition plans)
- Case Managers
- Ethnicities
- Schools within the SAU
- At least one student in each Out of Unit placement
- Multilingual Learners
- Please do **NOT** send graduating seniors

Self-Assessment

Number of Files to Review on Self-Assessment

<u>Child Count</u>	<u>Number of Files</u>
30+	20
<30	10
<10	All files

Self-Assessment

Also:

- Please review one student from each out of unit placement as part of your Self-Assessment.
- While onsite, we will review corresponding AWNs and WNs that document the process and the 30-day review, for any student who has been placed within the past two years.

Self-Assessment



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Please Note:

**For the Self-Assessment,
we have made a change from the
Electronic Monitoring Tool (EMT)
to Forms.**

Self-Assessment

(SAU name here) Self Assessment EMT

Hi, Jennifer. When you submit this form, the owner will see your name and email address.

* Required

1. Student First Name *

2. Student Last Name *

3. Student Date of Birth *



Self-Assessment

5. Date of Annual IEP Meeting *

Please input date (M/d/yyyy)



6. If the student attends a school outside your district, please enter school here (SPPS, Regional Program, 60/40 School, etc.)

Enter your answer

7. Case Manager

Enter your answer

8. Disability Identification *

Autism

Speech or Language Impairment

Self-Assessment

9. RAE1 - Section 4A *

Results of initial or most recent evaluations of the child.

34 CFR 300.324(a)(1)(iii)

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

Yes= The date, the name of the evaluations, and results are current. 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, incomplete, does not support disability identification, or goes beyond 3 years with insufficient documentation in WN.

Yes

No

10. RAE1

Why is this non-compliant?

No behavior scales to support ADHD

Self-Assessment

11. AFS1 - Section 4B *

Academic, functional, and/or developmental strengths of the child
34 CFR 300.324(a)(1)(i)
MUSER IX.3.C(1)(a)

Yes= Documents the child's observable academic, functional and/or developmental strengths (or relative strengths) aligned to evaluations in the areas of reading, writing, listening, speaking, mathematical problem solving, and /or cognitive, communicative, motor, adaptive, social/emotional, and sensory areas, or physical, cognitive, communicative, social, emotional, and/or adaptive areas.

No= The child's strengths (or relative strengths) are not included or are incomplete or reference standard scores.

Yes

No

Chat Box Check In



On-Site Visit

During On-Site Visit we will:

- Verify children's files (same files completed as part of the Self-Assessment)
- Sit down with staff to review files (encouraged but not required)

Any staff who participate will receive Contact Hours

- Visit programming within the SAU, if possible
- Review evidence of final B13 programming
- Review the process/documentation for students with Abbreviated Day
- Review the process/documentation for students in an OOU placement that were placed within the past 2 years.



On-Site Visit

During On-Site Visit we will:

- Review policies and procedures
 - Child Find
 - Restraint/Seclusion
 - Referral
- Accuracy Document signed
- Review IEP Fund Authorization Letters
- Review forms
 - 1 Speech/Language
 - 3 Specific Learning Disability
 - 3 Adverse Effect
 - 3 Summary of Performance
 - 3 Eligibility forms of students that were dismissed or changed disability category



Required Indicator – B11

B11: This is a Federal Indicator. All states, including Maine, must report B11 data as part of their SPP/APR (State Performance Plan Annual Performance Report).

This indicator requires evidence that demonstrates compliance.

Child Find: Percent of children for whom evaluations were completed within 45 school days.

Required Indicator – B11

Procedural Safeguards: INR1

- Documentation that Procedural Safeguards were offered to the Parent at **Point of First Contact**
- AWN or WN from initial referral meeting or enclosure with parental consent
- Date parental consent received back on the consent

Child Find (B11): INR3

- Evidence of acceptable reasons for delay
- Copy of 23-24 and 24-25 school calendar including snow days

Required Indicator – B11

B11: Submissions should include 10 **initial referrals**

- Evaluations to be completed are documented on the signed Consent Form
- Date noted on the cover page of evaluation when each was received in the SAU

- Eligibility meeting completed within ***45 school days*** of parental consent received by SAU. When considering school days, remember the number of days a week that ALL students were in session.

Required Indicator – B11

If evaluations are not completed within 45 school days of parental consent, document:

- Reason for completion beyond 45 school day timeline based on one pager for guidance
- Document the number of school days needed to complete evaluations

Reasons for Delay

Acceptable/Unacceptable Reasons for Delay Related to SPP Indicator B-11

IDEA (34 CFR 300.301(d)) and MUSER (Section V.1.A.(b)) define acceptable reasons for delay to the initial evaluation timeline. When situations defined as “acceptable reasons for delay” occur, the initial evaluation timeframe shall not apply. The acceptable reasons are listed here for reference. While unacceptable reasons for delay are not specifically described in IDEA or MUSER, samples of those are also included here for reference.

ACCEPTABLE	UNACCEPTABLE
1) Repeated parent failure or refusal to make the child available for evaluation caused a delay in the completion of the evaluation within the timeline.	1) Lack of personnel resources to schedule and/or complete evaluation caused the delay.
2) The child enrolled in SAU after parental consent was received in another SAU but before evaluation could be completed, and parent and subsequent SAU documented an agreed-upon time when the evaluation would be completed.	2) Parent did not return phone calls.
3) Parent withdrew consent to evaluate.	3) Parent did not have transportation.
4) Excessive child absences from school.	4) External evaluator failed to meet evaluation timelines.
5) Documented inability to <u>make contact with the parent</u> to schedule the evaluation.	5) Child not available due to school activities.
6) Documented parent request for a delay.	6) Child <u>under age</u> of majority refused to participate.

Forms Summary of Performance

- Summarizes a child's academic achievement. Completion required under the IDEA. Important to assist children graduating from high school to higher education, training, and/or employment.
- 3 Summary of Performance forms as evidence they were given to the child prior to exiting high school June 2024.

Forms

Eligibility Forms can come from initial or re-evaluations and must include:

- 3 Specific Learning Disability
- 3 Adverse Effect
- 1 Speech and Language
- 3 Eligibility forms for students that were dismissed or changed disability category

Forms –

Remember

Summary of Performance –

- Make sure there are no Blank Boxes/Areas

Specific Learning Disability Eligibility Form –

- Make sure there are no Blank Boxes/Areas
- Verification must include data
- Include Strengths and Weaknesses
- Team Members must sign the document

Speech/Language Eligibility Criteria –

- Make sure there are no Blank Boxes/Areas
- Document the criteria that documents adverse impact
- Verification must include data
- Document and Include all Severity Rating Scales

Form for Determination of Adverse Effect on Educational Performance –

- Make sure there are no Blank Boxes/Areas
- Document Reason for Use of Form
- N/A means Not Available
- Verification must include data

Accuracy Document

State of Maine
Department of Education

Accuracy Certification Form

Concerning Annual GSS School Monitoring Data

Name of School Administrative Unit:

I certify that to the best of my knowledge that the documents that have been submitted to the Maine Department of Education are an accurate reflection of the process and paperwork in this SAU.

Director of Special Education

Date

Print Name

Please **MAIL** to:

ATTN: Julie Pelletier
Maine Department of Education
Office of Special Services
23 State House Station
Augusta, ME 04333-0023

Or

Email to:

julie.pelletier@maine.gov

Fund Authorization Letter(s)

Our guidance is to include an Individual letter for each person.

Please do **not** send one letter with multiple names on it.



Policies and Procedures

Document evidence of current policies and procedures for:

- a. Referral
- b. Child Find
- c. Restraint and Seclusion

Abbreviated Day



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If you have any students who are or have been on Abbreviated Day in the 2024-2025 school year, please have those files available and we will review them onsite.

Please review the module below for clarification around Abbreviated Day regulations.

[Abbreviated Day](#)

Abbreviated Day-Educational

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

Abbreviated Day-Medical

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

Teacher Certification

You will be contacted by a member of the DOE Team if there are any concerns in this area.



Parent Survey – B8

- Explanation of the process
 - Julie Pelletier will provide a link and QR code via email.
 - It is open for the full school year.
 - Analysis of data will be provided in August.
- If “n” size is met, district specific results will be provided



Staff Survey



- Explanation of the process
 - Julie Pelletier will provide a link and QR code via email.
 - Link is included in confirmation email sent to directors approximately a month before onsite visit.
 - Takes about 10 minutes to complete.
 - Analysis of data will be provided in August.
- If “n” size is met, district specific results will be provided

Chat Box Check In



Next Steps After the On-Site Visit

You will receive a follow up email with the following information:

1. Pre-Findings and Abbreviated Day, if appropriate, due within 30 days
2. Copy of the Results Based Accountability / Tiered Support Rubric for reference
3. Copy of IEP Quick Reference Document

Corrective Action Plan (CAP)

- **SAUs visited November-December**
- Will be issued on January 31, 2025, along with your SAU's placement on the Results Based Accountability / Tiered Support Rubric
- Due November 30, 2025

- **SAUs visited April-May**
- Will be issued on June 30, 2025, along with your SAU's placement on the Results Based Accountability / Tiered Support Rubric
- Due April 30, 2026

What's Next?



Please:

1. Clearly label all evidence submitted
2. Questions with Self-Assessment – reach out to your DOE staff

THANK YOU

What's Next?



Submitting Documents

Email to:

monitoring.doe@maine.gov

Snail mail to:

Department of Education

Attn: Julie Pelletier

23 State House Station

Augusta, ME 04333-0023

What's Next?



In preparation for the monitoring process, you can choose to register for one of the following sessions –

How to Choose Appropriate IEPs
for your Self-Assessment

September 18, 2024

9 am-10 am

or

3 pm-4 pm

Julie Pelletier

julie.pelletier@maine.gov

B13 Training scheduled for:

October 31, 2024

9 am-11:30 am

Please consider having a member of your team register and attend one of these scheduled Professional Development opportunities.

It will be recorded.

If you want a copy of the recording, please contact Julie Pelletier.

julie.pelletier@maine.gov

[B13 Recorded Training](#)

IEP Training scheduled for:

October 15, 2024

9 am-11:30 am

Please consider having a member of your team register and attend one of these scheduled Professional Development opportunities.

It will be recorded.

If you want a copy of the recording, please contact Julie Pelletier.

julie.pelletier@maine.gov

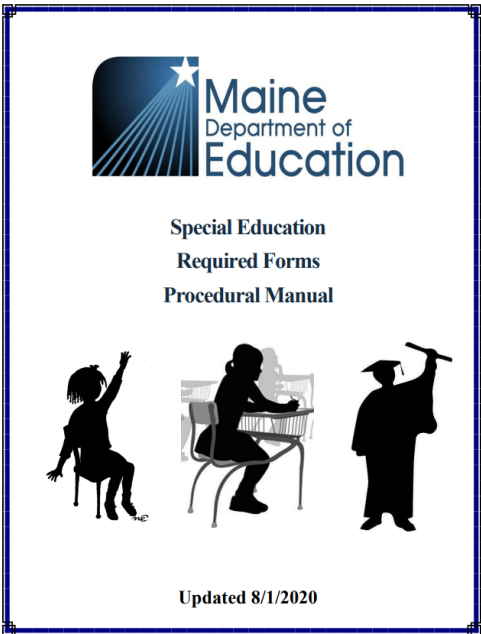
[Full IEP Recorded Training](#)

Resources



Resources

Procedural Manual



Maine Department of Education

**Special Education
Required Forms
Procedural Manual**

Updated 8/1/2020

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The IEP Committee:
Patricia Block, RSU #12
Mary Adley, Maine DOE
Laurie Lemieux, Winthrop School Dept.
Robertta Lucas, Maine DOE
Kris Michael, CDS
Shelby Thibodeau, Augusta School Dept.
Dan Hemdal, Maine DOE
Ryan Meserve, RSU #38
Riley Donovan, RSU #64

2



Resources

Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

**Maine Unified Special Education Regulation
Birth to Age Twenty**

Effective Date:

August 25, 2017

Resources

2023-24 Cohort IEP Quick Reference Document

2023-2024 Cohort – Tips and Tricks for Writing a Compliant IEP

[For more information, click here for the Special Education Required Forms Procedural Manual](#)

<u>Finding</u>	<u>Location</u>	<u>MUSER Citation</u>	<u>Criteria</u>
RAE1	Section 4A	Results of initial or most recent evaluations of the child. 34 CFR 300.324(a)(1)(iii) MUSER IX.3.C(1)(c)	<ul style="list-style-type: none"> - Include evaluations that support the eligibility discussion - Include evaluation name - All evaluations must be dated
AFS1	Section 4B	Academic, Functional, and/or Developmental strengths of the child 34 CFR 300.324(a)(1)(i) MUSER IX.3.C(1)(a)	<ul style="list-style-type: none"> - Based on observations - Include areas of strength and relative strengths - NOT a restatement of evaluations
APG2	Section 4C	Academic needs (distinctly measurable and persistent skill gap) of the child. 34 CFR 300.324(a)(1)(iv) MUSER IX.3.C(1)(d)	<ul style="list-style-type: none"> - Academic - Distinctly Measurable and Persistent Skill Gaps - Best documented in a bulleted list - Make sure to include specific skill deficits <ul style="list-style-type: none"> - Fluency, Comprehension, etc. instead of Reading

Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)



Professional Learning Feedback and Contact Hour Form.

Use the link to complete the form
on your computer

OR

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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

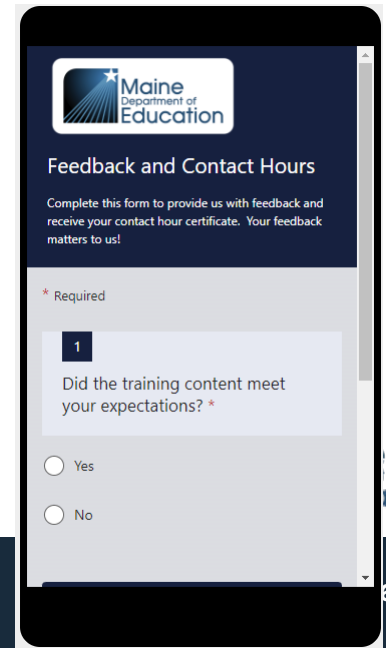
No

Next

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* Required

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Did the training content meet your expectations? *

Yes

No



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THANK YOU!

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Colette Sullivan – Federal Programs Coordinator

colette.sullivan@maine.gov

Jennifer Gleason – Educational Specialist

jennifer.gleason@maine.gov

Karlie Thibodeau – Educational Specialist

karlie.l.thibodeau@maine.gov

Ashley Satre – Educational Specialist

ashley.satre@maine.gov

Julie Pelletier – Secretary Associate

julie.pelletier@maine.gov

