



Welcome to Office Hours

This training is being recorded.

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

MAINE DEPARTMENT
OF EDUCATION

Office Hours: IEP Meeting Essentials 4/24/24

Presented by: The OSSIE Supervision, Monitoring and
Support Team



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

Agenda

1. Introductions

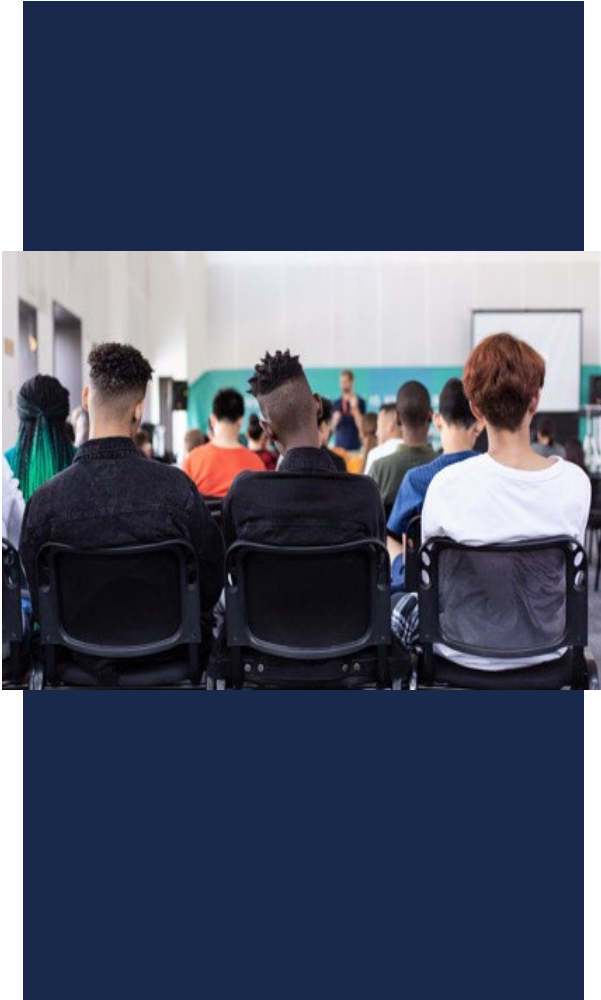
Quick introductions by the monitoring team.

2. IEP Meeting Essentials

IDEA and MUSER requirements for the IEP decision making process, required participants, major IEP responsibilities and timelines.

3. Questions and Resources

Time for questions and links to resources



The IEP Decision Making Process

What is the Purpose of an IEP?

The Individuals with Disabilities Education Act (IDEA) says the purpose of an ***Individualized*** Education Program (IEP) is “to ensure that all children with disabilities have available to them a ***free appropriate public education*** (FAPE) that emphasizes ***special education*** and related services designed to meet their ***unique needs*** and ***prepare them*** for further education, employment and independent living”, *and to promote movement back to general education.*

IEP Decision-Making Process (MUSER VI.2 I)

The IEP Meeting

Serves as a communication vehicle between parents and school personnel and enables them as equal participants, to make joint decisions regarding:

- 1) The child's needs and appropriate goals.
- 2) The extent to which the child will be involved in the general curriculum and participate in the regular ed environment and assessments.
- 3) The services needed to support that involvement and achieve agreed-upon goals.



IEP Decision-Making Process (MUSER VI.2 I)

Remember

The parents are considered equal partners with school personnel in making these decisions and the IEP team must consider the parents' concerns and the information they provide.



The IEP Team should work toward consensus, but the SAU has the ultimate responsibility to ensure that a child is appropriately evaluated, the IEP provides FAPE and the placement is in the least restrictive environment.

IEP Decision-Making Process (MUSER VI.2 I)

What if the parents and the IEP team disagree?

If the team cannot reach consensus, the SAU must provide the parents with prior written notice of the school's proposals or refusals, or both, regarding their child's educational program, and the parents have the right to seek resolution of any disagreements by initiating an impartial due process hearing or a state complaint investigation.

[Effective Dispute Resolution | Department of Education \(maine.gov\)](https://www.maine.gov/education)

IEP Facilitation

Facilitated IEP is one where an IEP (Individualized Education Plan) is created by a collaborative team whose members share responsibility for the meeting. Here decision-making is managed using facilitation skills (Key2Ed, etc.). Studies that offer facilitated IEP meetings, data suggests that there is a positive impact on member communication, and increased levels of trust and collaboration.

[IEP Facilitation Handbook](#)

[Facilitated IEP Meeting Request Form](#)

[IEP Facilitation FAQ](#)

Mediation

Mediation is a voluntary process option when filing a Due Process Hearing or a State Complaint Investigation. A neutral person assists the parties in exploring possible options for resolving a conflict. The goal of special education mediation is to help the parties reach their own mutually acceptable resolution of the dispute related to a student's special education services. Stand-alone mediation is available without filing for a Due Process Hearing or a State Complaint Investigation.

[Who can request mediation?](#)

[Stand Alone Mediation](#)

[Stand Alone Mediation Request Form](#)

[Mediation Handbook](#)

Complaint Investigation

A Complaint Investigation is a written complaint requesting an investigation of the IDEA/MUSER requirements. A State Complaints Office conducts a formal investigation, considering the information and interviews of the parties involved, and issues a written decision.

[Who can file a State Complaint Investigation Request?](#)

[State Complaint Investigation Request Form](#)

[State Systemic Complaint Investigation Request Form](#)

Due Process Hearing

A Due Process hearing is a process involving a Hearing Officer who conducts a hearing much like a formal court proceeding. The Hearing Officer considers the information and testimony offered by each side and issues a written decision.

[Who can file a due process hearing request?](#)

[Due Process Hearing Request Form](#)

[Due Process Expedited Hearing Request Form](#)

[Guidance for preparation of evidence for hearings](#)

IEP Decision-Making Process (MUSER VI.2 I)

Recap:

- IEP Meeting serves as the communication vehicle for parents and SAUs to make decisions.
- Parents are equal partners.
- The SAU has the ultimate responsibility for FAPE.
- Dispute resolution options are available in the case of disagreement.

Required Participants for IEP meetings

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

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



- ✓ 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.

What if an IEP team member can't attend the IEP meeting?

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

[IEP Forms | Department of Education \(maine.gov\)](https://www.maine.gov/education/forms)

What if the student is of transition age?

If a student is of transition age, they must be invited to the meeting!

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

An IEP/IFSP Team meeting has been scheduled for:

Date:	9/1/2024
Time:	8:00 am
Location:	Pretend Elementary School

**Procedural
Manual
Page 38**

And, if any agency is likely to be responsible for paying for transition services, they must be invited by the school and the school must request consent from the parent before inviting.

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**

**Procedural
Manual
Page 41**

What if a parent can't come to the IEP meeting?

A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as—

- (a) Detailed records of telephone calls made or attempted and the results of those calls;
- (b) Copies of correspondence sent to the parents and any responses received; and
- (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.



Major IEP Team Responsibilities

1. Determine Eligibility:

- Review, as part of initial or reevaluation, existing evaluation data including evaluations and information provided by the parents, classroom-based assessments and observations and teacher/service provide observations to determine if or what additional data are needed to determine whether a child is a child with a disability.

[Referral to Special Education | Department of Education \(maine.gov\)](#)

2. Determine Present Levels

- Determine present levels of performance and educational needs in all affected academic and non-academic areas.

[Teacher IEP Input Form \(maine.gov\)](http://maine.gov)

Office Hours Archives – Data Collection Modules



IEP Teacher Input Form

Student: _____

Teacher: _____ Date: _____

.....

Strengths: _____

Concerns: _____

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

3. Determine Modifications and/or Accommodations

- Determine any necessary modifications/adaptations in the regular ed program if existing data is insufficient to identify the child as eligible for services.



[Multi-Tiered Systems of Supports \(MTSS\) | Department of Education \(maine.gov\)](https://www.maine.gov/education/mtss/)

4. Develop IEP

- Develop or revise an IEP to provide FAPE to any identified child with a disability



SAU or CDS Site:

Date IEP Sent to Parent:

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

In general, when developing each child's IEP, the Team must consider:

- (a) The strengths of the child;
- (b) The concerns of the parents for enhancing the education of their child;
- (c) The results of the initial evaluation or most recent evaluation of the child; and
- (d) The academic, developmental, and functional needs of the child.

4. Develop IEP

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

[Sample IEP Meeting Checklist \(maine.gov\)](http://maine.gov)

5. Annual Review

- Review, at least annually, the IEP to determine whether goals are being achieved, revise the IEP as appropriate to address any lack of progress towards annual goals and general education, consider any results of reevaluations, and consider any information provided to or by the parents.

[Questions and Answers \(Q&A\) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1 - Individuals with Disabilities Education Act](#)

Amendments

- In making changes to a child's IEP after the annual IEP meeting for a school year, the parent and the SAU may agree not to convene an IEP meeting for the year and instead may develop a written document to amend or modify the child's current IEP.
 - The SAU must provide prior Written Notice to the parent
 - The SAU must inform the IEP team of any changes made
 - The SAU must provide the parent a revised copy of the IEP with the amendments

Major IEP Team Responsibilities (MUSER VI.2 I)

Recap:

1. Determine Eligibility
2. Determine Present Levels of Performance
3. Determine Modifications/and or Accommodations
4. Develop the IEP
5. Annual Review of the IEP

IEP Meeting Timelines

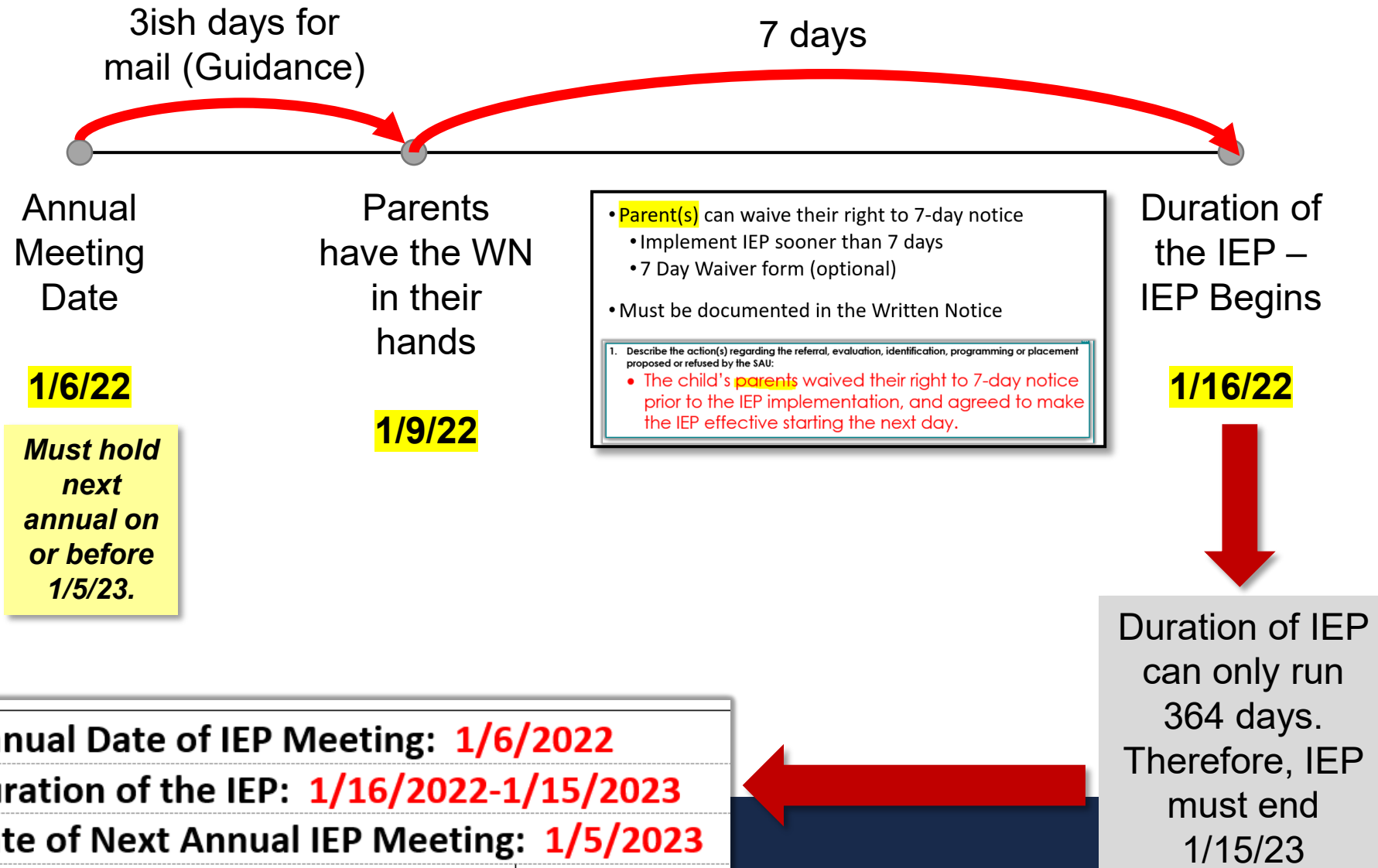
IEP Meeting Timelines

Initial IEPs

- Each SAU shall implement the IEP as soon as possible following the IEP Meeting but no later than 30 days after the IEP Team's initial identification of the child as a child with a disability in need of special education and supportive services.



Annual IEP & Duration of IEP



IEP Meeting Timelines

Recap:

- Initial IEPs must be developed and implemented within 30 days of eligibility determination.
- Annual IEPs can't be written for more than 364 days.
- Annual meeting dates can't be longer than 364 days.
- A full copy of the IEP must be sent home to the parent within 21 days

G. Copy of IEP to Parents. A complete copy of the Individualized Education Program shall be provided to the parent within 21 school days of the IEP Meeting at which the IEP was developed.



Resources



Resources

Procedural Manual



Special Education Required Forms Procedural Manual



Updated 8/1/2020

Table of Contents

	Page
Advance Written Notice	3
Determination of Adverse Effect	6
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS NOT being Discussed	12
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS being Discussed	13
Individualized Education Program	14
Parental Consent for Evaluation	43
Parental Consent to Invite Other Agencies to IEP Meetings – Postsecondary Goals & Transition Services	47
Referral for Special Education Services	49
Revocation of Special Education Services	60
Seven Day Waiver	61
Specific Learning Disability Eligibility Form	62
Speech or Language Impairment Eligibility Form	74
Summary of Performance	82
Written Notice	87

The IEP Committee:
Patricia Block, RSU #12
Mary Adley, Maine DOE
Laurie Lemieux, Winthrop School Dept.
Roberta 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](#)



2023-24 Professional Development

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>
Wednesday 9/13/23	Resources
Wednesday 9/27/23	Transition from CDS to Public School
Friday 9/29/23	Q&A Session
Wednesday 10/11/23	Abbreviated Day
Tuesday 10/24/23	Fall All District IEP Training
Tuesday 10/24/23	Fall All District B-13 Training
Wednesday 10/25/23	Discipline & Manifestation Determination
Friday 10/27/23	Q&A Session
<i>*Wednesday 11/8/23*</i>	*Alignment and DIB1 (Disability Alignment)*
Wednesday 12/13/23	Orientation and Mobility
Wednesday 12/20/23	Compliant Transition Plans
Tuesday 1/9/24	Winter All District B-13 Training
Tuesday 1/9/24	Winter All District IEP Training
Wednesday 1/10/24	Advanced Written Notice & Written Notice

2023-24 Professional Development (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	
Friday 1/26/24	<u>Q&A Session</u>	
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	
Wednesday 2/28/24	Transition from CDS to Public School	
<i>*Wednesday 3/13/24*</i>	<i>*Least Restrictive Environment*</i>	
Wednesday 3/27/24	Forms – (AE attached to WN)	
Friday 3/29/24	<u>Q&A Session</u>	
Wednesday 4/10/24	Special Education Law for General Education Teachers	
Wednesday 4/24/24	IEP Essentials	
Friday 4/26/24	<u>Q&A Session</u>	Q & A Registration Link
Thursday 5/2/24	Spring All District IEP Training	IEP Training Registration Link (5/2/24)
Thursday 5/2/24	Spring All District B-13 Training	B-13 Training Registration Link (5/2/24)
Wednesday 5/8/24	Consultation/Related Service Goals	Consultation/Related Service Goals Registration Link
Wednesday 5/22/24	Data Collection	Data Collection Registration Link
Friday 5/24/24	<u>Q&A Session</u>	Q & A Registration Link

Please consider sharing the links to these PD opportunities with general education teachers:

Wednesday 10/25/23 - [Discipline & Manifestation Determination](#)

Wednesday 4/10/24 - Special Education Law for General Education Teachers

Please consider sharing the links to these PD opportunities with related service providers:

Wednesday 2/14/24 - Writing Measurable Functional Goals and Avoiding Outcomes

Wednesday 5/8/24 - Consultation/Related Service Goals



Professional Learning Feedback and Contact Hour Form.

Use the link to complete the form
on your computer

OR

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

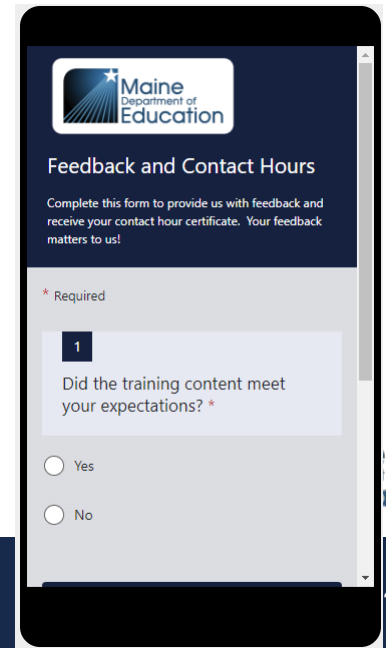
No

Next

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

**YOUR
VOICE
MATTERS.**

This Photo by Unknown Author is licensed under CC BY SA NC



Maine Department of Education

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



Stay Connected!

Find Us Online!



www.maine.gov/doe



@MaineDOEComm



@mainedepted



@mdoenews



@MaineDepartmentofEducation1

THANK YOU!

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



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

Jennifer Gleason – Special Education Consultant
jennifer.gleason@maine.gov

Karlie Thibodeau – Special Education Consultant
karlie.l.thibodeau@maine.gov

Ashley Satre – Special Education Consultant
ashley.satre@maine.gov

Julie Pelletier – Secretary Associate
julie.pelletier@maine.gov

