

IEP Construction Handbook

For

Five Town CSD / MSAD 28

 Maine Department of Education Maine Unified Special Education Regulations (MUSER IX.3.G.)	
INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
SAU or CDS Site: Date IEP Sent to Parent:	
1. CHILD INFORMATION	
Child's Name: Date of Birth: Age: School/Program: Parent/Guardian Name: Child's Address: City, State, ZIP:	Grade: Annual Date of IEP Meeting: Duration of the IEP: Date of Next Annual IEP Meeting: Date of Re-Evaluation: Date(s) of Amended IEP: Case Manager:
State Agency Client? ☐ YES ☐ NO	
2. DISABILITY	
☐ Autism ☐ Developmental Delay (3-5) ☐ Hard of Hearing ☐ Other Health Impairment ☐ Specific Learning Disability	☐ Deaf-Blindness ☐ Developmental Delay (Kindergarten) ☐ Intellectual Disability ☐ Orthopedic Impairment ☐ Traumatic Brain Injury
☐ Deafness ☐ Emotional Disability ☐ Visual Impairment (including Blindness) ☐ Speech/Language Impairment ☐ Multiple Disability <i>(check all applicable concomitant disabilities)</i>	
3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS	
A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.2)(a))	☐ 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.	

2024-2025

How to Create an Effective and Accurate IEP in accordance with Best Practices and Maine State Compliance Guidelines

If you are at all familiar with the field of special education in Maine, you probably have some level of awareness of the shifts that seem to constantly occur. Not long ago, Maine's special educators began leading a charge associated with the admirable goal of improving the post-secondary outcomes of children with disabilities such that they will be college and career ready upon completion of high school. Indeed, this initiative mirrored concurrent efforts of the federal government to enhance equity in education, as evidenced in a letter issued by the U.S. Department of Education in July of 2014. This letter stated each state must apply the same challenging academic content and achievement standards to *all* students, including students with disabilities. Indeed, students may demonstrate proficiency towards the established standards in different ways, but any modification of the standards themselves is, save for those students with the most significant cognitive disabilities, to be avoided.

What does this mean for IEPs? Well, although everyone's IEPs certainly improve over time, they, admittedly:

- Are specific and comprehensive,
- Use clear identification of student strengths and needs to craft effective programs,
- Include references to, and information from, content standards and learning progressions,
- Are more transferable across districts, and states,
- Take considerable time to create.

Given these realities, this guide is meant to help facilitate the process of IEP writing, such that common (and not so common) areas of confusion are addressed, explanations and examples are provided, and the whole process is more streamlined. As such, this guide is arranged in a format meant to facilitate its use as a quick and easy reference. Much is gleaned from the "The Maine State IEP Procedural Manual" published by the Maine Department of Education. Each section corresponds to the same numbered section on the IEP and includes:

- Blank IEP page (**Original**)
- IEP page with embedded directions (**Directions**)
- Helpful Hints (**As Appropriate**)
- Model IEP page (**Example**)

Happy writing!

ORIGINAL



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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:	Date of Next Annual IEP Meeting:
School/Program:	Date of Re-Evaluation:
Grade:	Date(s) of Amended IEP:
Parent/Guardian Name:	Case Manager:
Child's Address:	
City, State, ZIP:	
State Agency Client? ☐ YES ☐ NO	

DIRECTIONS



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site: **This should read "Five Town CSD" or "MSAD 28".**

Date IEP Sent to Parent: **Completed by the Student Services Office. All dates, including amended IEP dates, will be reflected here.**

1. CHILD INFORMATION

Child's Name: **Include child's name.**

Date of Birth: **Include child's date of birth.**

Age: **Include age.**

School/Program: **Include school name.** Grade: **Include grade.**

Parent/Guardian Name: **Include name(s).**

Child's Address: **Include where the child resides.**

City, State, ZIP: **Include child's resident city, state, zip code.**

State Agency Client? ☐ YES ☐ NO

Only check "yes" if the child is:

- In the custody or care of DHHS,
- Placed by a caseworker from DHHS for reasons other than educational reasons, with a person who is not the child's parent, legal guardian, or relative,
- Attending a public or private school while still a resident of a state operated institution,
- In the custody or under the supervision of the Department of Corrections including, but not limited to:
 - o A juvenile on conditional release,
 - o An informally adjusted juvenile,
 - o A probationer or a juvenile on community reintegration status from Long Creek or Mount View, who is placed, for reasons other than educational reasons, pursuant to a court order or with the agreement of an authorized agent of the Department of Corrections, outside of the juvenile's home.
- *****Ensure the Student Services Office is aware of any students who ARE State Agency Clients.*****

Annual Date of IEP Meeting: **Date annual/initial meeting was actually held. This should not change throughout the life of IEP.**

Duration of the IEP: **Start date of IEP (see written notice) – End date of IEP (at most 364 days from the "Annual Date of IEP Meeting.")**

Date of Next Annual IEP Meeting: **At most, 364 days from the "Annual Date of IEP Meeting."**

Date of Re-Evaluation: **3 years from the date of the Initial IEP meeting or the meeting at which evaluations were reviewed for the purpose of eligibility.**

Date(s) of Amended IEP:

- **Dates on which changes to the IEP occurred prior to the annual review.**
- **Amendment dates do not change the "Annual Date of IEP Meeting."**
- **List amended sections after date of amendment.**

Case Manager: **Include Case Manager's name.**

EXAMPLE



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site: **MSAD 28**

Date IEP Sent to Parent: **11-25-19, 1-16-2020**

1. CHILD INFORMATION

Child's Name: X	Annual Date of IEP Meeting: 11-15-2020
Date of Birth: 7-18-2009	Duration of the IEP: 11-15-2020 – 11-14-2021
Age: 10	Date of Next Annual IEP Meeting: 11-14-2021
School/Program: CRMS	Date of Re-Evaluation: 11-15-2021
Parent/Guardian Name: Amanda Kannely	Date(s) of Amended IEP: 1-3-2021, Sections 1, 3A, 4, 5, 7
Child's Address: 65 Cove Road	Case Manager: Special Educator
City, State, ZIP: Camden, ME 04843	
State Agency Client? ☐ YES ☒ NO	

ORIGINAL

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
<i>(check all applicable concomitant disabilities)</i>		

DIRECTIONS

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
<i>(check all applicable concomitant disabilities)</i>		

****Check the box that reflects the disability category under which the child is eligible for special education and related services.**

In the case of "Multiple Disability," check the "Multiple Disability" box and then also check all applicable concomitant disabilities.

EXAMPLE

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
<i>(check all applicable concomitant disabilities)</i>		

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

ORIGINAL

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	☐ 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.	

DIRECTIONS

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

****Every question in this section must be answered.****

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)): *This section must include text. *This section should NOT be a cut and paste of all parent comments from IEP meeting. Instead, it should address specific parental concerns. *Comments regarding IEP meeting attendance do NOT belong in this section as they are to be documented in the written notice. If the parent does not attend, simply include the statement "Parent expressed no concerns at this time."	
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)) *Answer yes or no.	☐ YES ☐ NO
C. Does the child have limited English proficiency? (MUSER IX.3.C.(2)(b)) *Answer yes or no.	☐ YES ☐ NO
i. Does the child have language needs, due to limited English proficiency, which need to be addressed in the IEP? *Answer yes or no. **Note: This addresses ESL language needs only. Think: Does the child need to receive special education services in a language other than English?	☐ 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)) *Answer yes, no, or N/A. *Answer "no" if the child IS blind and does not need instruction in Braille. *Answer "N/A" if the child is not blind or visually impaired.	☐ YES ☐ NO ☐ NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum? *Answer yes or no. *A child has a print disability if he or she experiences barriers to accessing standard printed instructional materials in non-specialized formats due to blindness, visual disability, physical limitations, organic dysfunction or dyslexia.	☐ YES ☐ NO
i. If yes, what type of accessible educational materials (AEM) does the child require? **If yes, list any identified materials here. For example, access to "Digital Reading Application."	☐ YES ☐ NO
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d)) *Answer yes or no. *Answer "yes" if the child receives speech/language services.	☐ YES ☐ NO
i. Is the child deaf or hard of hearing? *Answer yes or no.	☐ YES ☐ NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e)) *Answer yes or no.	☐ YES ☐ NO
H. Does the child have academic needs? *Answer yes or no.	☐ YES ☐ NO
I. Does the child have functional/developmental needs? *Answer yes or no.	☐ YES ☐ NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older? *Answer yes or no.	☐ YES ☐ NO
i. If yes , Section 10 should be completed before completing the remainder of the IEP.	

EXAMPLE

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)): Ms. Kannely is concerned by the behaviors X is having at school, as he does not demonstrate these behaviors at home. She is most concerned that X now states he does not like school. Ms. Kannely is also concerned about a perceived lack of good home school communication.	
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? Not applicable.	
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.	

ORIGINAL

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:
B.	Beyond the evaluative information in 4A , what are the academic, functional, and/or developmental strengths of the child?
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?
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?
E.	If appropriate, what are the developmental needs of the child, and how do they affect the child's involvement and progress in the general education curriculum?

DIRECTIONS

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: **Include here the most recent <u>academic and functional</u> evaluation results. Evaluations could include: WIAT, WJ CTOPP, GORT, NWEA, MEA, AIMSWeb, DIAL-4, STAR, WISC, BASC, Achenbach, Vineland, Speech evaluations, OT evaluations, etc. **For each evaluation, be sure to include: Full evaluation name including edition number, evaluation abbreviation, date administered, test administrator, and average score range, scores, and associated percentiles/descriptors.
B. Beyond the evaluative information in 4A, what are the academic, functional, and/or developmental strengths of the child? Academic: **Divide according to content area – Reading, Writing, Math **THINK: What are the student’s strengths? What does the student know how to do? **Delineate strengths in terms of content and skills, and relate to standards. Functional: **Divide according to content area – Social-Emotional Functioning, Executive Functioning, Behavior, Speech/Language, Fine/Gross Motor (OT, PT), etc. **THINK: What are the learner’s strengths? What does the learner know how to do? **Delineate strengths in terms of content and skills, and relate to standards when possible.
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? ** Begin with the “How” statement. This should include how the disability related needs adversely impact the child’s access to the general education curriculum. This is not a restatement of LRE, and should identify the areas of need and how they are adversely affecting the child’s involvement in the general education curriculum. **Divide according to content area – Reading, Writing, Math and then subdivide according to Domain. **THINK: What are the learner’s needs? What content/skills does the learner need to learn next? **Delineate needs in terms of content and skills, and relate to standards. Reference learning progressions to help you figure this out. **If there are no gaps/needs, write “(Student name)’s needs in (subject area) are commensurate with peers.”
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? **Divide according to content area – Social-Emotional Functioning, Executive Functioning, Behavior, Speech/Language, Fine/Gross Motor (OT, PT). etc. **Begin with the “How” statement. This should include how the disability related needs adversely impact the child’s access to the general education curriculum. This is not a restatement of LRE, and should identify the areas of need and how they are adversely affecting the child’s involvement in the general education curriculum. **THINK: What are the learner’s needs? What content/skills the learner needs to learn next? **Delineate needs in terms of content and skills, and relate to standards when possible. **If there are no gaps/needs, write “(Student name)’s needs in (skill area) are commensurate with peers.”
E. If appropriate, what are the developmental needs of the child, and how do they affect the child’s involvement and progress in the general education curriculum? **This section generally applies to CDS. As such, “not applicable” is acceptable here.

EXAMPLE

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:

*Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)

X, October 2018

(Standard Scores between 90-109 are considered to be in the average range.)

Word Reading - 71, 3rd percentile
Pseudoword Decoding - 80, 9th percentile
Basic Reading - 76, 5th percentile
Reading Comprehension - 69, 2nd percentile
Oral Reading Fluency - 83, 13th percentile

Reading Comprehension

& Reading Fluency - 72, 3rd percentile

Total Reading - 73, 4th percentile

Listening Comprehension - 74, 4th percentile
Oral Expression - 73, 2nd percentile
Oral Language Composite, 70, 2nd percentile
Spelling - 70, 2nd percentile
Sentence Composition - 74, 4th percentile
Essay Composition - 81, 10th percentile
Numerical Operations - 53, 0.1 percentile
Mathematics Problem Solving - 69, 2nd percentile

Mathematics - 61, 0.5 percentile

Math Fluency - Addition - 56, 0.2 percentile
Math Fluency - Subtraction - 58, 0.1 percentile
Math Fluency - Multiplication - 54, 0.1 percentile

Math Fluency - 55, 0.1 percentile

Psychological Evaluation - Z, 11/15/2018

*Wechsler Intelligence Scale for Children - 5th Edition (WISC-V)

(Scores between 90-109 are considered to be in the average range)

Composite scores:

Verbal Comprehension

SS 78, (90% Confidence Interval 73-86) Very Low

Visual-Spatial

SS 67 (90% Confidence Interval 63-76) Extremely Low

Fluid Reasoning

SS 64 (90% Confidence Interval 60-73) Extremely Low

Working Memory

SS 72 (90% Confidence Interval 68-81) Very Low

Processing Speed

SS 60 (90% Confidence Interval 57-72) Very Low

Full Scale IQ

SS 61 (90% Confidence Interval 58-67) Extremely Low

*Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV) -

X, October 2018

(Standard Scores between 90-109 are considered to be in the average range.)

Composite scores:

Verbal Comprehension SS 76, 5th percentile

Visual-Spatial SS 89, 23rd percentile

Fluid Reasoning SS 85, 16th percentile

Working Memory SS 76, 5th percentile

Processing Speed SS 80, 9th percentile

General Ability SS 74, 4th percentile

*Northwest Evaluation Association (NWEA) - Spring 2019

- Math: RIT 177-183, 1st percentile
- Reading: RIT 173-179, 1st percentile

*Northwest Evaluation Association (NWEA) - Fall 2019

- Math: RIT 168-174, 1st percentile
- Reading: RIT 158-165, 1st percentile

*The Pragmatics Profile

(Average scores range from 90-110)

Rated by X, Special Education Teacher

SS 65 falls in the borderline range suggesting inadequate communication abilities across different settings.

*Social Language Development Test - Adolescent, Y 3/18

(Average Standard Scores range from 85-115)

Making Inferences SS 83, 12th percentile

Interpreting Social Language SS 87, 20th percentile

Problem Solving SS 91, 27th percentile

Social Interaction SS 87, 20th percentile

Interpreting Ironic Statements SS 78, 7th percentile

Total Test SS 81, 11th percentile

*Classroom Observation - Mrs. X, 3/15/18

During this observation of X's performance in English/Language Arts, adverse effect was observed in the areas of reading and writing.

****Behavior Assessment System for Children 2nd Edition**

(BASC-2)

(Average t-scores range from 41-59)

Externalizing Problems: 54, 73rd percentile

Internalizing Problems: 64, 91st percentile

School Problems: 53, 64th percentile

Behavioral Symptoms Index: 64, 91st percentile

Adaptive Skills: 41, 19th percentile

***Adaptive Behavior Assessment Scale Teacher - 2nd Edition**

(ABAS II)

(Standard score between 90-109 are considered average)

General Adaptive Composite: 49+/-2, <0.1 percentile, Extremely Low Range

Conceptual: 56+/-2, Extremely Low Range

Social: 66 +/-3, Extremely Low Range

Practical: 51 +/-3, Extremely Low Range

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

Academic

Reading:

*Read 5th grade texts with focus and expression

*Comprehension

*Analyze information in illustrations

*Draw conclusions from literacy texts

*Locate information in glossaries

Writing:

*Understand compare and contrast

*Utilize graphic organizer to produce organized, coherent informative writing pieces

*Utilize graphic organizer to produce organized, coherent narrative writing pieces

Math:

*Solve multi-step addition and subtraction word problems with whole numbers within 100

*Complete simple conversations of units of time

*Identify equivalent fraction models

*Identify the fractional parts of shapes

Functional

Behavior:

*Share and be mindful of others during recess

*Defend peers when in need

*Seek assistance from an adult

Social/Emotional:

*Can maintain friendships with peers

*Sociable with adults

*Can utilize coping skills with adult support

Speech/Language:

*Receptive language

*Expressive language

*Speech sound production skills

Fine/Gross Motor:

*Cut shapes

*Form letters correctly

*Complete complex puzzles

*Complete a four part obstacle course

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?

Due to X's autism diagnosis, he has difficulty following directions from adults, adhering to daily school routines and engaging in nonpreferred tasks, which result in noncompliance, physical aggression, and other adverse behaviors that interfere with his

ability to access the general education curriculum in the areas of math and writing. As a result, X needs specially designed instruction to address the following skill related needs:

Reading:

-X's performance in reading is on par with his peers.

Writing:

- Revise and edit to ensure accurate use of grammar
- Write with organizational structure
- Utilize grade level conventions and vocabulary to relate ideas into writing

Math:

- Solve multi-step word problems with variables
- Identify equivalent fractions and add/subtract fractions with common denominators
- Identify geometric shapes and symbols according to their classifications

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?

Behavior:

Due to X's autism diagnosis, he has difficulty following directions from adults, adhering to daily school routines and engaging in nonpreferred tasks, which result in noncompliance, physical aggression, and other adverse behaviors that interfere with his ability to participate successfully in the general education environment throughout the school day. As a result, X needs specially designed instruction to address the following skill related needs:

- Comply with directives from an adult
- Remain in his assigned area
- Engage in non-preferred tasks without argument

Social/Emotional:

Due to X's autism diagnosis, X has difficulty managing his behaviors and emotions when he is frustrated which impacts his ability to form relationships, regulate his emotions, and tolerate differences with peers in the regular education setting. As a result, X needs social work services to address the following skill related needs:

- Effectively communicate his needs to an adult when frustrated
- Independently access coping strategies
- Navigate social situations

Speech-Language:

Due to X's autism diagnosis, X's deficits in the area of pragmatic language negatively impact his abilities to effectively communicate, appropriately interact with peers and adults, and access the general education curriculum. As a result, X needs speech/language services to address the following skill related needs:

- Interact appropriately with peers/adults
- Communicate effectively
- Develop and apply rules of social pragmatics

Fine/Gross Motor:

Due to X's autism diagnosis, X's below average fine motor make it difficult for him to access the regular education setting without support from occupational therapy. As a result, X needs occupational therapy services to address the following skill related needs:

- Letter formation
- Spacing
- Placement

E. If appropriate, what are the **developmental needs** of the child, and how do they affect the child's involvement and progress in the general education curriculum?

Not applicable.

ORIGINAL

PROGRESS MONITORING OF ANNUAL IEP GOALS

Progress on goals will be reported _____ times per academic year, using the following codes (locally determined):

Add the description below of progress codes for annual goal(s):

1.	
2.	
3.	
4.	
5.	
6.	

DIRECTIONS

PROGRESS MONITORING OF ANNUAL IEP GOALS

Progress on goals will be reported (**Record a "4" if your school uses quarters and a "3" if your school uses trimesters.**) times per academic year, using the following codes (locally determined):

Add the description below of progress codes for annual goal(s):

****Please use the following codes for progress reports so that the Department is consistent across schools.****

1.	N = Not Started
2.	D = Does Not Meet
3.	P = Partially Meets
4.	M = Meets
5.	E = Exceeds
6.	

EXAMPLE

PROGRESS MONITORING OF ANNUAL IEP GOALS

Progress on goals will be reported **3** times per academic year, using the following codes (locally determined):

Add the description below of progress codes for annual goal(s):

1.	N = Not Started
2.	D = Does Not Meet
3.	P = Partially Meets
4.	M = Meets
5.	E = Exceeds
6.	

ORIGINAL

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)):

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

Progress:

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.

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

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

Progress:

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.

DIRECTIONS

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)):

Instead of constructing an "overall" present level of performance, the new IEP requires a separate present level of performance for each annual goal. Each "mini" present level must contain:

- **A reference to the child's grade level equivalent of performance**
 - o **X, a 5th grade student, is performing at a 3rd grade level in Numbers and Operations.**
- **Specific, current baseline data to support said claim**
 - o **Classroom grades/performance, NWEA, rubrics, teacher reports, etc.**
- **Narrative as appropriate**

Every IEP must contain a present level of academic performance. If the child has no academic needs, record the present level and associate it with a "blank" goal.

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

Progress:

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

****IEP goals should be in the above format.**

****IEP goals should utilize a level of accuracy that matches the data presented in the associated present level statement.**

****IEP goals should include standard citations:**

(Source: Content Area Grade Level.Domain.Standard Number(s))

****IEP goals should arise directly from the student needs. If the child is of transition age, IEP goals should also relate to the child's post-secondary goals.**

Objective(s) required? ☐ Yes ☐ No

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

****Objectives are only required for those students who take the alternate assessment.**

They should be in the above format, and should explicitly detail skill development over the course of the year and either address sequential skill development or increasing levels of mastery.

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

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

Progress:

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.

EXAMPLE

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)):

X, a 5th grade student, is, according to the Elk Grove Rubric, at a 2nd grade level in writing. He is beginning to use written language to express his thought and ideas (CCSS Text Types and Purposes). He is currently working on writing a paragraph that introduces the topic, uses facts and details that are related to the topic and provides a concluding statement. X currently demonstrates 50% accuracy on writing samples in regards to topic development.

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

Progress:

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

By 11/14/21, given specially designed instruction in writing and access to graphic organizers, X will develop a topic with facts, definitions, and details with at least 80% accuracy in 3 out of 4 work samples over one month as measured by formal and informal assessments and the district adopted writing rubric. (CCSS: ELA 3.W.3)

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)):

X, a 10th grade student, is working at an 8th grade level in the area of Geometry. His Fall 2019 Northwest Evaluation Assessment shows a RIT score of 207 (13th percentile). X is currently taking a Geometry foundations course. According to teacher observation reports, X has met several performance indicators for the Maine State Graduation Standards in geometry. X can prove geometric theorems and visualize relationships between two-dimensional and three-dimensional objects. X is developing the skills to use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, including problems involving real world situations. X is currently 45% accurate when attempting to work with coordinates, as measured by performance on classroom assignments and assessments.

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

Progress:

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

By 11/14/21, in preparation for education and a career in carpentry, given specially designed instruction in math, X will use coordinates to prove simple geometric theorems algebraically with 75% accuracy in 3 of 4 attempts as measured by district adopted assessments, student work samples, and teacher observation records (CCSS.MATH.CONTENT.HSG.GPE.B.4).

Objective(s) required? ☐ Yes ☒ No

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

ORIGINAL

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)

Progress:

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.

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

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

Progress:

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.

DIRECTIONS

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):

Instead of constructing an “overall” present level of performance, the new IEP requires a separate present level of performance for each annual goal. Each “mini” present level must contain:

- **A reference to the child’s grade level equivalent of performance**
 - o **X, a 5th grade student, is performing below the level of his peers in the area of executive functioning.**
- **Specific, current **baseline** data to support said claim**
 - o **Habits for Success rubrics, behavior data, social/emotional rubrics, clinician notes, informal assessments, etc.**
- **Narrative as appropriate**

Every IEP must contain a present level of functional performance. If the child has no functional needs, record the present level and associate it with a “blank” goal.

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

Progress:

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

****IEP goals should be in the above format.**

****IEP goals should utilize a level of accuracy that matches the data presented in the associated present level statement.**

****IEP goals should include standard citations when appropriate.**

****IEP goals should arise directly from the student needs. If the child is of transition age, IEP goals should also relate to the child’s post-secondary goals.**

Objective(s) required? ☐ Yes ☐ No

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

****Objectives are only required for those students who take the alternate assessment.**

They should be in the above format, and should explicitly detail skill development over the course of the year and either address sequential skill development or increasing levels of mastery.

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

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

Progress:

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.

EXAMPLE

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):

X is currently presenting social emotional skills below expected levels for his grade placement due to low cognitive abilities and weaknesses transferring earned information from in a small group setting into his daily life experiences. In his functional life skills program social skills class, X is working on interpersonal communication skills but, according to teacher reports, still struggles. He continues to benefit from adult support in order to self-advocate for his needs. At this time, X is able to name 4 emotions in 40% 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 11/14/21, given specially designed instruction in social skills and in the zones of regulation, X will increase his emotional vocabulary as demonstrated by the ability to name 10 emotions in 60% opportunities as measured by teacher observation records and informal/formal assessments.

Objective(s) required? ☐ Yes ☒ No

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

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

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

Progress:

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.

ORIGINAL

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			
	☐ Other			

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:

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

☐ Not applicable.

DIRECTIONS

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)).				
B. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Describe pertinent item.	☐ Classroom Instruction	Describe location of where the item will be used - Special Education, Regular Education, Other?	Indicate when the item will be used. As needed is an appropriate response.	Indicate beginning and end dates for the item.
	☐ Classroom Assessment			
	☐ District-wide Assessment			
	☐ State Assessment			
Check boxes of all instances when used.**				
Always include "Remote Learning Support Plan" as one of your accommodations.	☒ Classroom Instruction	Special Education/ General Education	As needed.	Indicate beginning and end dates for the item.
	☒ Classroom Assessment			
	☒ District-wide Assessment			
	☒ State Assessment			
This section could include accommodations, modifications, and supplementary aids and services that occur across all educational settings which may include: Behavior or Health Plan, 3-Point Harness, Wheelchair Accessible Transportation.				
	☐ Other			

****Note:** All fields must be completed for each listed item.

****Note:** Medical needs that impede a child from accessing FAPE should be addressed in the IEP through referring to a child's individual health plan in this section.

****Note:** Educational Technicians are referenced in this section as "Adult Support."

****Note:** Accommodations utilized for district-wide and/or state assessments must also be utilized for classroom assessments.

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)). Answer "Yes," "No," or "Not applicable." ☐ Yes, the child meets qualifications outlined in the Participation Decision Flowchart. - If yes, include an explanation: If "yes," explanation must be provided that specifies: - The student's significant cognitive disability, - The student's learning content is linked to alternate state standards, - The student's need for extensive direct individualized instruction and substantial supports to achieve measurable gains in curriculum.
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- ☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.
This box would be checked if the team considered an alternate assessment but determined the child was not eligible to participate.
- ☐ Not applicable.
This box would be checked if the alternate assessment was not considered for the child, either because of grade level or level of need specified previously in the IEP.

****Maine’s Alternate Assessment Participation Guidelines can be found at the following website:**

https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20Participation%20Guidance_Rev%2012-28-18_0.pdf

****Helpful Hints Page****

CONSIDERATIONS WHEN IDENTIFYING AND SELECTING ACCOMMODATIONS AND

MODIFICATIONS

ACCOMMODATIONS:

- o **Definition:** Changes in the way a student accesses or demonstrates learning that maintain expectations because they do not alter the standards.
- o Those implementing accommodations must understand that each student will master the appropriate standards, but can demonstrate that mastery in alternate ways, with alternate supports, and/or according to an alternate timeline.
- o Note that the use of accommodations will NOT reduce the level of cognitive complexity or rigor of assessed content/skills.
- o Examples include:

Accommodation Examples
• Listen to audio science texts instead of reading science book
• Instructions presented orally
• Record a lesson instead of taking notes
• Oral response format
• Take tests in small group setting
• Frequent breaks

MODIFICATIONS:

- o **Definition:** Changes in the way a student accesses or demonstrates learning that reduce expectations because the standards are fundamentally or substantially altered.
- o Those implementing modifications must understand that the student will master SIMILAR material or a SIMILAR concept at a lower level of cognitive complexity, and will demonstrate that mastery in alternate ways or with alternate supports.
- o Modifications are only used for the very small percentage of students with significant cognitive disabilities who are slated to take the alternate assessment.
- o Examples include:

Modification Examples
• Complete different homework problems
• Excusal from some content learning expectations
• Learn related but less rigorous material
• Grade on a different scale
• Open book tests (specific to student)

THINK:

The keys to understanding when modifications and accommodations should be implemented are a full understanding of the standards and an identification of what content/skills are actually being assessed. (For example, reading a text aloud is an accommodation if content knowledge is being assessed; it is a modification if reading is being assessed.)

EXAMPLE

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)).				
C. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Frequent movement breaks	☒ Classroom Instruction	Special Education/General Education	As needed	11/15/2020 – 11/14/2021
	☒ Classroom Assessment			
	☒ District-wide Assessment			
	☒ State Assessment			
Extended time	☐ Classroom Instruction	Special Education	As needed	11/15/2020 – 11/14/2021
	☒ Classroom Assessment			
	☒ District-wide Assessment			
	☒ State Assessment			
Remote Learning Support Plan	☒ Classroom Instruction	Special Education/General Education	As needed	11/15/2020 – 11/14/2021
	☒ Classroom Assessment			
	☒ District-wide Assessment			
	☒ Classroom Instruction			
Positive Behavior Support Plan	☒ Other	Special Education/General Education	Daily	11/15/2020 – 11/14/2021
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: X will participate in the state alternate assessment. X cannot meaningfully participate in the regular assessment due to his intellectual disability and language impairments. X is at least three years behind his grade level peers in all academic areas, and each content area in school needs to be a modified measure of performance based on the alternate state standards. No combination of approved accommodations for the Maine assessment would allow him meaningful access, as he consistently needs extensive support to access information. ☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments. ☐ Not applicable.				

ORIGINAL

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				

DIRECTIONS

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* Specify the type of SDI.	Indicate the role of the person responsible – not a specific person by name.	Indicate the location where service will be provided. Be reasonably specific.	Indicate how many minutes the provider will work with the child on a daily, weekly, or monthly basis.	Indicate beginning and end dates for the service.
Speech/Language Services**				
Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	Indicate the role of the person responsible – not a specific person by name.	Indicate the location where service will be provided. Be reasonably specific.	Indicate how many minutes the provider will work with the child on a daily, weekly, or monthly basis.	Indicate beginning and end dates for the service.
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Behavioral Health Day Treatment				
Transportation				
Other				

***NOTE:** If minutes of a service are amended during the life of the annual IEP, document the changes according the following process:

- o End date the old service one-day prior to date of amendment.
- o Insert another row with the desired service name.
- o Start the new service on the date of the amendment, and end it on the annual review date of the IEP.
- o This can be done as many times as is necessary.

****NOTE:** Speech/Language Services are a special education services ONLY when the child is eligible for services under the “Speech or Language Impairment” category. Otherwise, they are a related service designed to help the child benefit from his or her special education program.

EXAMPLE

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 Math and Behavior	Special Educator	Special Education	5 times per week for 6 hours	11/15/2020 -1/2/2021
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	Speech/Language Pathologist	Special Education	2 times per week 30 minutes	11/15/2020 – 11/14/2021
Occupational Therapy				
Physical Therapy				
Social Work Services	Social Worker	Special Education	30 minutes per week	11/15/2020 – 11/14/2021
Nursing Services				
Behavioral Health Day Treatment				
Transportation				
Other				

ORIGINAL

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			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)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours ☐	Less than 10 hours ☐	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? %	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)):		

IF THE CHILD IS NOT IN 9TH GRADE AND/OR IS AT LEAST 16 YEARS OLD, DO NOT COMPLETE SECTION 9 AND SECTION 10.

DIRECTIONS

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			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)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours ☐	Less than 10 hours ☐	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? Enter a specific percentage. A range is not acceptable. %	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)): *Provide an explanation of the nature and severity and extent of the child's disability as well as why the child can't participate with non-disabled children. *This must also include an explicit statement regarding his or her ability to participate in extracurricular and other non-academic activities. *N/A is not acceptable – if the child is with nondisabled peers 100% of the time, explain it in this section.		

IF THE CHILD IS NOT IN 9TH GRADE AND/OR IS AT LEAST 16 YEARS OLD, DO NOT COMPLETE SECTION 9 AND SECTION 10.

****Note: When amending the IEP's services, the LRE percentage can change. Leave the old percentage, and input both a new percentage and a new explanation associated with the date of amendment.**

EXAMPLE

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)			
What percentage of time is this child with non-disabled children?			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)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours ☐	Less than 10 hours ☐	Total # of hours:	
FOR K-12 ONLY			
What percentage of time is this child with non-disabled children? 82 %; 1/3/2021 – 87%		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)): Speech/language deficits in articulation and grammar challenges interfere with X's ability to be clearly understood by others. X also presents challenges with gaining early literacy and math skills, fine motor skills and coping skills for regulating his behavior. Combined, his challenges impact his ability to make the same academic, speech, fine motor and social gains as his same aged peers and he requires small group instruction outside the regular classroom. X will spend approximately 18% of his time not participating with non-disabled children in order to receive the special education and related services he needs to make progress in the regular education curriculum. X is able to participate with his peers in extracurricular and nonacademic activities. 1/3/2021: X's gains in the area of math are such that he no longer requires specially designed instruction in math and will now participate in the general education math class with his non-disabled peers. X is still able to participate with his peers in extracurricular and nonacademic activities.	

IF THE CHILD IS NOT IN 9TH GRADE AND/OR IS AT LEAST 16 YEARS OLD, DO NOT COMPLETE SECTION 9 AND SECTION 10.

ORIGINAL

9. POST-SECONDARY TRANSITION PLAN

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

DIRECTIONS

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).	IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.
A. Projected Date of Graduation/Program Completion: **Indicate the month and year the child is projected to graduate.	
B. List of Transition Assessments Completed: - Assessments can be formal and informal, and should include multiple data sources. - Include the year in which the assessment was provided. <u>o At least one should be completed per year.</u> - Assessments should gather data such as: child's interests, preferences, aptitudes, abilities as they relate to the skills needed for given interest area. - Examples include: interview with student, behavioral assessment information, aptitude tests, interest inventories, intelligence tests, achievement tests, personal or preference tests, career readiness tests, self-determination assessments, work related temperance scales, transition planning inventories	
C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests: If the child attended the IEP meeting, it should be stated here. Otherwise, document the efforts, including the date, prior to the IEP meeting to obtain information about the child's preferences and interests.	
D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i)) Goals must be based on current age-appropriate transition assessments. - Goals must address what the child will do after graduation or exiting school services by aging out. - Goals must be written as complete sentences with established timeline and observable outcome. - Goals must address child's interests and preferences. - Goals should become more specific and targeted as the child proceeds through high school and identifies increasingly clear goals. - Reference to these goals must be embedded in the child's annual goals in section 5.	
Education/Training Goal After graduation, <u>child's name</u>, will <u>education/training goal</u>.	
Employment Goal After graduation, <u>child's name</u>, will <u>employment goal</u>.	
Independent Living Skill Goal (when appropriate) After graduation, <u>child's name</u>, will <u>independent living skill</u>.	
E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii)) The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child. - This list should be delineated according to year – current status to anticipated exit year. - This list should include course titles (and descriptions if necessary), and specify the designation of any courses taken in the special education setting. - The courses selected should relate to the child's goals.	

• This list should be “easily transferable” such that another school could build a course of study based on the information presented here. • Electives should be specified by course name (not listed generically).
F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii)) Describe the activities provided by the adults in the school and in the community, that will enable and promote the child’s progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child’s needs. Transition services and activities should be specific and individualized. **There should be at least one transition service for each post-secondary goal. Some of those described, however, may apply to more than one goal. **This list should be “active” and avoid the use of the word “will.” These services should be provided while the child is still in school.
Education/Instruction and Related Services: - o Examples are: - o All service types from section 7(Special Education and Related Services) of the IEP (Specially Designed Instruction in particular area, Speech/Language Services, Occupational Therapy Services, Physical Therapy Services, Social Work Services, Transportation Services, etc.) - o Instruction in areas the child needs to complete needed courses, succeed in the general curriculum, gain needed skills
Career/Employment and Other Post-Secondary Adult Living Objectives: - o Examples are: - o Exploring internships, job seeking and keeping skills, registering to vote, filing taxes, renting a home, accessing medical services, etc.
Community Experiences: - o Examples are: - o Community based work experiences and/or exploration, job site training, banking, shopping, public transportation access, recreation activities.
If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation: - o Examples are: - o Preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.
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.
- o This list includes any POTENTIAL adult service agencies that are necessary to facilitate the implementation of post-secondary goals and that may fund or provide transition services or supports in the coming year. It should include those agencies that have agreed to be responsible to provide or fund services. - o Prior to inviting any agency representative to an IEP meeting, the district must obtain prior written consent to invite outside agencies. - o NOTE: If an adult service agency is not needed, write a simple explanation of why agency connections are not necessary: ▪ “Child is not currently eligible for services related to these post-secondary goals at this time.” or ▪ “Child does not require services from outside agencies at this time.”

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).	IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.
A. Projected Date of Graduation/Program Completion: <u>June 2021</u>	
B. List of Transition Assessments Completed: • <u>Student Dream Sheet (2018, 2019)</u> • <u>Student Report Form (2018)</u> • <u>Student Interview (2018, 2019)</u> • <u>CITE Net Profiler (2018)</u>	
C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests: <u>X attended the IEP meeting.</u>	
D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i)) Goals must be based on current age-appropriate transition assessments.	
Education/Training Goal After graduation, <u>child's name</u>, will <u>education/training goal</u>. <u>After graduation from high school, X will attend the University of Maine at Orono to study marine biology, or the University of Maine School of Law to study environmental law.</u>	
Employment Goal After graduation, <u>child's name</u>, will <u>employment goal</u>. <u>After graduation from college, X will be employed as a marine biologist or work within the legal profession.</u>	
Independent Living Skill Goal (when appropriate) After graduation, <u>child's name</u>, will <u>independent living skill</u>. <u>N/A</u>	
E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii)) The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.	
• <u>Grade 9: English (Special Education), World Cultures, PE, Algebra 1, Integrated Science, Spanish 1, Supported Study (Special Education), Tech Ed 1</u> • <u>Grade 10: English (Special Education), Geometry, Chemistry, Health, Fine Arts electives, Tech Ed 2., Food Science, Supported Study (Special Education)</u> • <u>Grade 11: English (Special Education), History, Algebra 2, Biology, Fine Arts electives, Con. Economics, Forensic Science, Writing Workshop</u> • <u>Grade 12: English, Principles of Democracy, Physics, Environmental Science, Internship</u>	
F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(ii)) Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.	
Education/Instruction and Related Services: • <u>Receive Specially Designed Instruction in:</u>	

- o Executive Functioning - o Math - o Tutorial Instruction - o Transition Planning • Explore marine biology college options
Career/Employment and Other Post-Secondary Adult Living Objectives: • Complete Career interest inventories in marine biology and law • Participate in career prep activities through the advisor/advisee program • Investigate Marine Biology school programs such as the Coastal Studies for Girls semester school program (http://www.semesterschools.net/coastal-studies-for-girls) for sophomore girls located in Freeport, Maine, the Island School semester school in the Bahamas (http://www.semesterschools.net/the-island-school) , a sailing marine biology semester school called Sea Semester through Woods Hole Oceanographic Institute (www.sea.edu/),. • Investigate employment opportunities such as at The Department of Marine Resources (www.maine.gov/dmr/), West Boothbay Harbor, Maine • Investigate internship opportunities at Bigelow Laboratories, particularly the Junior year scholarship program called the Keller Bloom program that sends students out to sea for 4 days with marine biologists (https://www.bigelow.org/.../keller...).
Community Experiences: • Volunteer with local church • Participate in school sponsored community service experiences • Volunteer at Bigelow Laboratory • Volunteer a local shelter • Earn 30 community service hours necessary for graduation
If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation: • N/A
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.
Child does not require services from outside agencies at this time.

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

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

☐ YES Date Informed:
☐ N/A

DIRECTIONS

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

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

☐ YES Date Informed:
☐ N/A

****Answer "Yes" or "N/A." If "Yes" is checked, indicate the date at which the child and parents were informed of the transfer of rights at age 18.**

****The notification should be completed at or before the IEP meeting for the year the child will turn 17.**

****The Age of Majority letter may be sent with the written notice for the IEP meeting for the year the child will turn 17.**

EXAMPLE

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

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

☒ YES Date Informed: **6/20/19**
☐ N/A