

Written Notice

Maine Unified Special Education Regulations (MUSER) Appendix I, 34 CFR 300.503

Date Sent to Parent:	3-24-24		SAU:	MSAD 28
Child's Name:	Student		School:	Camden Rockport Middle School
Date of Birth:	00/00/000	Grade: 8	School Phone:	207-236-7805
Parent/Guardian Name:	Parent 1	Parent 2	School Address:	22 Knowlton Street
Parent/Guardian Address:	1234 Road	4321 Road	City, State Zip:	Camden, ME 04843
Parent/Guardian City, State Zip:	Camden, ME 04843	Rockport, ME 04841	School Contact:	Case manager

Date of Team Meeting:	3-19-25	Date amended IEP/IFSP sent, if parent requested a copy:	
Date of agreement for amendment without Team meeting:			

Written Notice must be given in accordance with MUSER Appendix 1, 34 CFR 300.503 for:

- ☐ Initial referral/eligibility(MUSER IV.2.D)
- ☐ Annual review and other IEP program/placement changes including graduation and revocation of consent for continued placement(MUSER XV)
- ☐ IFSP annual or 6 month review (MUSER VI.1.B.)
- ☐ Evaluation/re-evaluation (MUSER V.1.A (4)(i) & V.3.D.)
- ☐ Post-secondary goals and transition services(MUSER IX.3.A(1)(h))
- ☐ Transfer student(MUSER IX.3.B(5)(a)(i)and (ii))
- ☐ CDS/public school transition(MUSER VI.2.C(2))
- ☐ Transition from Part C to Part B(MUSER VI.2.C(1))
- ☐ Consent for Initial Placement(MUSER V.1.A(4)(a)(ii))
- ☒ Amendments after the annual IEP meeting(MUSER IX.3.C(4))
- ☒ Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

8th to 9th grade transition

[Reminder: per LD 489, the Individualized Education Program (IEP) Team for children identified under 619 must make a determination about extended school year (ESY) services at every IEP Team meeting; the IEP Team may make a determination about ESY services based on available data, including information about a child's disability, even if an interruption in service has not occurred; and, in accordance with the

federal Individuals with Disabilities Education Act of 2004, 20 United States Code, sections 1400 to 1485 (2008), a regional site may not unilaterally limit the duration of ESY services.]

Dear **Parent 1, Parent 2, and Student**,

At least 7 days prior to the date upon which the school unit proposes or refuses to initiate or change the identification, evaluation or educational placement or provision of early intervention services for your child age birth to 2 years, or a free appropriate public education (FAPE) to your child age 3 through 20 years, you must be provided the following notice (MUSER Appendix 1, 34 CFR 300.503):

1. Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:

Determinations:

- A. Student will enter 9th Grade as a student eligible for services under the disability category of X.
- B. Student's IEP will be amended, as of 9/2/25, as follows:
 - a. Change in frequency of specially designed instruction for math from 80 minutes, 10 x per month to 50 minutes, 4 x per week.
- C. The amendments to Student's IEP will become effective as of the start of the 2025-2026 school year (9/2/2025).

2. Explain why the SAU is proposing or refusing to take the above action(s):

- A. Student is currently eligible for special education and related services under the category of X.
- B. Student is transitioning from 8th grade at Camden Rockport Middle School to 9th grade at Camden Hills Regional High School for the 2025-2026 school year. The team determined that the proposed levels of service would be appropriate upon Student's entry into 9th grade in order to meet their unique needs and to reflect the change in school schedules.
- C. Student's parent(s) agreed the amendments to the IEP would be effective as of the start date of the 2025-2026 school year (9/2/25).

3. Describe each evaluation procedure, assessment, record or report the SAU used as a basis for the proposed or refused action(s):

The transition meeting began with a statement of confidentiality and introductions.

Procedural safeguards are available via this link:

<https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/english.pdf>. The purpose of the meeting was to transition the Student from 8th grade at Camden Rockport Middle School to 9th grade at Camden Hills Regional High School for the upcoming 2025-2026 school year and to determine the most appropriate programming for the Student in that setting.

The school recognizes the Student's transition from 8th grade to 9th grade will result in a change in schedule, and further recognizes that they must ensure the special education programming at Camden Hills Regional High School meets the Student's disability related needs. To support this process, the team considered, in addition to their discussion, the following sources of information:

- Special Education File (as appropriate)
- Current IEP
- Schedule at Camden Hills Regional High School
- Teacher reports

The team discussed the Student's current level of performance and programming.

CRMS Observations and Reports:

CHRS Observations and Reports:

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

- A. The team considered investigating other disability categories for the Student's eligibility for special education and related services, but rejected this option as the Student is not due for reevaluation and the team agreed the current eligibility category is appropriate.
- B. The team considered different levels of service, but rejected this option in order to properly reflect the services required to meet the student's disability related needs in the high school setting.
- C. The team considered delaying the implementation of the Student's IEP, but rejected this option as the team, including the parent, felt the proposed services and supports should be in place as of the start of the 2025-2026 school year.

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

There are no other factors that are relevant to the proposed or refused actions described above.

6. Description of the points made by the parent including the parent's description of their child's progress:

Parent(s) attended the IEP meeting and shared the following thoughts with the team:

As parents of a child with a disability or (suspected disability) you have protections under the procedural safeguards of the MUSER. For initial referrals, a copy of those safeguards is enclosed. For reasons other than initial referrals, 34CFR 300.504 describes circumstances when you are required to be given a copy.

Sources for parents to contact to obtain assistance in understanding the provisions described in the procedural safeguards or how to obtain a description of the procedural safeguards are (the SAU), the Due Process office of the Maine Department of Education ((207) 624-6644)), <http://maine.gov/doe/specialed> Maine Parent Federation (1-800-870-7746), the Disability Rights Maine

(1-800-452-1948) and Southern Maine Parent Awareness (207-324-7955) or KIDSLEGAL (1-866-624-7787). Team members attending Team meeting or informed of the changes to the plan as defined in MUSER IX.3.C(4) & (6) and MUSER IX.3.C(4).

Name and Position	Date
1. Student	3-19-25
2. Parent 1	
3. Parent 2	
4. Regular Education Teacher, CHRHS	
5. Special Education Teacher, CRMS	
6. Special Education Teacher, CHRHS	
7. Special Education Administrator	
8.	
9.	

Only needed for initial provision of services

Parental signature for consent for **initial** provision of special education and when appropriate, related services, as stated above (this signature is needed for initial provision of special education and related services only).

Parent Signature: _____

Date: _____

Enclosures may be included within this document and recorded below: