

THE MAINE STATE REQUIRED FORMS PROCEDURAL MANUAL



Updated 12/1/15

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I. The Individualized Education Program:

This form is used to:

- ✓ Provide a written record that reflects the discussion and decisions of the IEP Team.
- ✓ Establish goals for the child and identify the services calculated to allow the child to meet those goals.
- ✓ Commit School Administrative Unit resources that are necessary to meet the child's individualized education needs.
- ✓ Determine the child's progress toward attainment of goals.

Introductory Information:

SAU/CDS Site: Indicate the specific school administrative unit or CDS site.

Date IEP Sent to Parent: Parents must receive the IEP within 21 school days of the IEP meeting (including the date of the meeting) at which the IEP was developed. The date sent to parent should allow for the parent to receive the document within that timeframe. An amended IEP is required to be sent to parent only upon request, however, best practice is to always send it.

Section 1: CHILD INFORMATION



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:	Age:	Date of Annual IEP Meeting:
Date of Birth:	Grade:	Effective Date of IEP:
School/Program:		Date of Next Annual IEP Meeting:
Parent Information:		Date of Re-evaluation:
Child's Address:		Date(s) of Amended IEP:
City, State, Zip		Case Manager:
State Agency Client	Yes <input type="checkbox"/> No <input type="checkbox"/>	

This section is used to:

Document the pertinent child related information.

Directions:

1. **School/Program:** Both school and grade needed here; for CDS use the word "preschool".
2. **Parent Information:** Should include parent names/addresses.
3. **State Agency Client:** A child of eligible school age that is:
 - a. In the custody or care of the Department of Health and Human Services;
 - b. Placed by a caseworker from the Department of Health and Human Services or an authorized agent of Children's Behavioral Health Services, Department of Health and Human Services, for reasons other than educational reasons, with a person who is not the child's parent, legal guardian or relative;

- c. Attending a public or private school while still a resident of a state-operated institution; or
 - d. In the custody or under the supervision of the Department of Corrections, including, but not limited to, a juvenile on conditional release, an informally adjusted juvenile, a probationer or a juvenile on community reintegration status from the Long Creek Youth Developmental Center or the Mountain View Youth Development Center and 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.
 - e. A state agency client is a child who has been identified as a child with a disability in accordance with this rule. State agency client also means a child who is under 6 years of age who meets one of the criteria listed above.
- 4. Date of Annual Meeting:** This is the date the Initial/Annual IEP meeting was held. This should not change unless another complete IEP is developed during the life of the original IEP.



Date of Annual Meeting: 4/17/15

Effective Date: 4/27/15

Date of Next Annual Review: 4/16/16

*The date of the annual review **MUST** not exceed 364 days (but may be less than 364 days) from the date of the last annual IEP meeting, NOT from the effective date of the IEP. If an entirely new IEP is written after the annual meeting, the date that the new IEP was developed becomes the new annual review date. (Example: Transfers)*

5. Effective Date of IEP

- o Each school shall implement the initial IEP as soon as possible following the IEP meeting, but no later than 30 calendar days.
- o Subsequent IEPs become effective as determined by the IEP team, with the determination documented in the written notice.

6. Date of Next Annual IEP Review: At the most, 364 days from the meeting.

7. Date of Re-evaluation: 3 years from the date of the IEP meeting when initial or previous evaluations were reviewed.

8. Date(s) of Amended IEP: When a change has occurred in the IEP prior to the annual review. The date of the amended IEP does not change the original "Date of Meeting" or the annual IEP review.

Section 2: DISABILITY

2. DISABILITY (MUSER VII.2)			
<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness	<input type="checkbox"/> Developmental Delay(3-5)
<input type="checkbox"/> Developmental Delay(Kindergarten)	<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability
<input type="checkbox"/> Visual Impairment (including Blindness)	<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech or Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability (list concomitant disabilities)	

This section is used to:

- ✓ Document under which disability the IEP Team has determined that the child is eligible.

Directions:

1. Check the box which reflects the disability category
2. In the case of Multiple Disabilities, list the concomitant disabilities. Multiple Disabilities means concomitant impairments the combination of which causes such severe educational needs that the child cannot be accommodated in special educational programs solely for one of the impairments. The disabilities written in this section must be two or more of the disabilities (**not diagnoses**) listed in MUSER and of comparable weight and severity. The term does not include children who have Deaf-Blindness or Developmental Delays.
3. Speech or Language Impairment is an eligibility category. Speech/language services can also be a related service to other eligibility categories. Where a child has a need for speech/language services but Speech or Language Impairment is not the primary disability, do not check the Speech or Language Impairment box; speech/language services would be delivered as a related service. (For example- Other Health Impairment with speech/language services would NOT become Multiple Disabilities unless the two disabilities were of comparable weight and severity.)

Section 3: CONSIDERATIONS – INCLUDING SPECIAL FACTORS

<p>A. Concerns of parents for enhancing the education of their child. (MUSER IX.3.C.(1)(b))</p>	
<p>B. Does the child exhibit behavior that impedes the child's learning or that of others? (MUSER IX.3.C.(2)(a)) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the child need positive behavioral interventions and supports and other strategies to address the behavior? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, where is this addressed in the IEP?</p>	<p>C. Does the child have limited English proficiency? (MUSER IX.3.C.(2)(b)) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the child have language needs which need to be addressed in the IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, where is this addressed in the IEP?</p>
<p>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)) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the child have a print disability that requires accessible instructional materials (AIM) to access the curriculum? (MUSER IX.3.C.(2)(c)) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, what type of accessible instructional materials (AIM) does the student require?</p> <p>If yes, where is this addressed in the IEP?</p>	<p>E. Does the child have communication needs? (MUSER IX.3.C.(2)(d)) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Is the child deaf or hard of hearing? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, where is this addressed in the IEP?</p>
<p>F. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e)) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, where is this addressed in the IEP?</p>	<p>G. Does the child have academic needs? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, where is this addressed in the IEP?</p> <p>Does the child have functional needs? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, where is this addressed in the IEP?</p> <p>Does the child have developmental needs? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, where is this addressed in the IEP?</p> <p>CDS ONLY: Developmental must be YES. (MUSER IX.3.C.(1)(d))</p>

This section is used to:

- ✓ Consider the concerns of the parents for enhancing the education of the child
- ✓ Consider any special factors that may interfere with the child's learning

Directions:

 ***ALL areas must be considered by the IEP Team.***
All questions must be answered. You MUST check off a box in each section of the chart.
If the answer to any of the questions in this section is yes, state where this is addressed in the IEP.

1. **In A.** Document the parents' concerns. The IEP team must consider parental concerns when developing the IEP. If the parent does not attend the meeting; every attempt needs to be made to document the parent's concerns.
2. **In B.** Determine if the child exhibits behavior that impedes the child's learning or the learning of others; and whether the child needs positive behavioral interventions and supports and other strategies to address the behavior. If needed, document where this is addressed in the IEP.
3. **In C.**
 - a. Determine whether the child has Limited English Proficiency. If yes, then;
 - b. Determine whether the child's level of English language proficiency impacts the special education and related services needed by the child; and,
 - c. Determine whether the Special Education and related service needed by the child should be provided in a language other than English.

If language is an issue for the child (both “Yes” boxes are checked), the IEP Team must determine where this will be addressed in the IEP (e.g., goals, accommodations).

4. In D.

- a. If the child is blind or visually impaired, determine if the child requires instruction in Braille or the use of Braille. If the child is NOT blind or visually impaired, please check NO.
- b. For all children, determine if the child has a print disability (an individual who experiences barriers to accessing standard printed instructional materials in non-specialized formats due to blindness, visual disability, physical limitations, organic dysfunction or dyslexia) that requires Accessible Instructional Materials (AIM) to access the curriculum. For example, a child with a Specific Learning Disability may be determined to have a print disability.
- c. Determine what types of Accessible Instructional Materials (AIM) the child requires.
- d. The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires the timely delivery of accessible instructional materials to children who are IDEA 2004 eligible. To assist in implementation of this requirement, IDEA 2004 established the National Instructional Materials Access Center (NIMAC) which serves as a repository for electronic files prepared in the National Instructional Materials Accessibility Standard (NIMAS) format. NIMAS is the technical standard to be used by publishers in the preparation of electronic files. A NIMAS source file can convert into specialized formats (Braille, large print, digital audio and electronic text).
- e. If the answer to any of the questions in D is yes, state where this is addressed in the IEP.

5. In E.

- a. Determine if the child has communication needs. If the child is receiving speech/language services, it should be indicated as a communication need.
- b. Is the child deaf or hard of hearing?
- c. If the answer to any of the questions in E is yes, state where this is addressed in the IEP.
- d. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's: language and communication needs; opportunities for direct communications with peers and professional personnel in the child's language and communication mode; academic level; and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

6. In F.

- a. The IEP Team must determine if the child requires assistive technology devices and services as they relate to the child's functional capacity.
- b. A specific recommendation for assistive technology devices should not be made without first conducting a needs assessment.

- c. An assistive technology device is any item that can be used to increase, maintain, or improve the child's functional capabilities. An assistive technology service directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
- d. Examples of assistive devices used for program modifications include tape recorders, magnifiers, enlarged key labels for computers, adapted keyboards, and communication displays. Both low and high technology solutions should be considered. In many instances, a low technology device can facilitate the same outcome as a high technology device. It is important to re-examine the need for continued use of any previously recommended devices.

7. **In G.**

The team must determine whether the child has academic, functional and/or developmental needs. The team must indicate where those needs are addressed in the IEP.

 *Some needs may "fit" multiple categories. It is up to the IEP team to determine which category best addresses the child's overall need.*

- a. **Academic Performance** - Academic performance is measured by a child's ability to perform age-appropriate (comparable to same age/grade peers) skills and behaviors in reading, writing, listening, speaking, and mathematical problem solving in the school environment. Some of the goals may focus on: becoming a lifelong learner, an independent thinker, a good problem-solver, and able to contribute productively to society; acquiring the ability to successfully apply learned skills in authentic situations.
- b. **Functional Performance** - Functional performance means how the child demonstrates his/her skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas. Some of the goals may focus on: executive functioning, habits of work, time management, learning strategies, daily living skills and behavior management. OT, PT and/or SLP needs would be reflected in this section.
- c. **Developmental Performance** – Developmental performance (ages 3 to 5) means how the child is performing developmentally (comparable to same age peers) in the areas of physical, cognitive, communication, social, emotional and/or adaptive development. For children ages 5 -20, this performance category is primarily used for children with significant cognitive disabilities. OT, PT and/or SLP needs would be reflected in this section if they are developmental rather than functional. **CDS ONLY: Must answer yes.**

SECONDARY TRANSITION:

Is the child in the 9th grade or above? Yes No **If yes, Section 8 should be completed before completing the remainder of the IEP.**

Is the child 16 or older? Yes No **If yes, Section 8 should be completed before completing the remainder of the IEP.**

8. **Secondary Transition** – Indicate if the child is either in 9th grade or 16 years old whichever comes first, and, if so, Section 8 of the IEP must be completed prior to completing the remainder of the IEP. If the child is 16 or older, Sections 8 **AND** 9 must be completed.

Section 4: MEASURABLE ANNUAL GOAL(S)**4. MEASURABLE ANNUAL GOAL(S)** (MUSER IX.3.A.(1)(b)&(c))

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.	

*Note: Objectives are only required for children who complete alternate assessments.

A. Academic Performance:

Academic performance 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.

Results of the initial evaluation or most recent evaluation of the child. (MUSER IX.3.C.(1)(c))	
Strengths:	
Needs:	
Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i)&(ii))	
How the child's disability affects the child's involvement and progress in the general education curriculum. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.	
Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) By (date) given, (child) will _____ as measured by _____.	Progress
Objective(s) required?: <input type="checkbox"/> Yes <input type="checkbox"/> No By (date) given, (child) will _____ as measured by _____.	
Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) By (date) given, (child) will _____ as measured by _____.	Progress
Objective(s) required?: <input type="checkbox"/> Yes <input type="checkbox"/> No By (date) given, (child) will _____ as measured by _____.	
Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) By (date) given, (child) will _____ as measured by _____.	Progress
Objective(s) required?: <input type="checkbox"/> Yes <input type="checkbox"/> No By (date) given, (child) will _____ as measured by _____.	

B. Functional Performance:

Functional performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas.

Results of the initial evaluation or most recent evaluation of the child. (MUSER IX.3.C.(1)(c))	
Strengths:	
Needs:	
Present Levels of Functional Performance (MUSER IX.3.A.(1)(a)(i)&(ii))	
How the child's disability affects the child's involvement and progress in the general education curriculum. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.	
Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) By (date) given, (child) will _____ as measured by _____. Objective(s) required?: <input type="checkbox"/> Yes <input type="checkbox"/> No By (date) given, (child) will _____ as measured by _____.	Progress
Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) By (date) given, (child) will _____ as measured by _____. Objective(s) required?: <input type="checkbox"/> Yes <input type="checkbox"/> No By (date) given, (child) will _____ as measured by _____.	Progress

C. Developmental Performance:

Developmental performance (ages 3 to 5) refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional and/or adaptive areas. For children ages 5 – 20, this performance category is primarily used for children with significant cognitive disabilities.

Results of the initial evaluation or most recent evaluation of the child. (MUSER IX.3.C.(1)(c))	
Strengths:	
Needs:	
Present Levels of Developmental Performance (MUSER IX.3.A.(1)(a)(i)&(ii))	
How the child's disability affects the child's involvement and progress in the general education curriculum. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.	
Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) By (date) given, (child) will _____ as measured by _____. Objective(s) required?: <input type="checkbox"/> Yes <input type="checkbox"/> No By (date) given, (child) will _____ as measured by _____.	Progress
Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) By (date) given, (child) will _____ as measured by _____. Objective(s) required?: <input type="checkbox"/> Yes <input type="checkbox"/> No By (date) given, (child) will _____ as measured by _____.	Progress

This section is used to:

- ✓ Describe the expected improvement from the documented present level of performance.
- ✓ Reflect an area of need that is related to progress in the general education curriculum.
- ✓ Include a measurable level of attainment.
- ✓ Describe conditions under which the child will demonstrate their abilities (Given...).

Directions:

1. Describe how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress will be provided. Progress toward each annual goal will be measured through the identified criteria and evaluation measures established for each goal.

2.A. Academic Performance -

1. Record **Results** of the initial or most recent academic evaluation of the child used to determine the child's eligibility and/or programming, including:
 - a. Full and individually-administered standardized achievement and cognitive tests, which are normed and or/criterion referenced. (including, but NOT LIMITED to: WIAT-III, WJR-IV, WISC, CTOPP, CELF, WPPSI-IV, Brigance, ABLLS).
 - b. Local, curriculum-based measures such as NWEA, STAR, aimsweb, and running records, are examples of additional assessments that might be included in this section.
 - c. Use results from evaluations/assessments in the appropriate section to explain and support the goals necessary to meet the child's educational needs.

 *Evaluations or information that was considered but did not contribute to goal development should be reflected in #3 of the Written Notice.*

- 2 a. **Strengths:** This section includes relative strengths and statistical strengths from the initial or most recent evaluations. Information included here needs to go beyond information from evaluations. What abilities or skills does the child have (self-advocacy, memorization)? What are his/her interests? Consider the child's role as a lifelong learner, an independent thinker and a good problem-solver; ability to contribute productively to society; and ability to successfully apply learned skills in authentic situations.
 - b. **Needs:** Based on the results from the evaluation(s). Academic refers to how the child is doing in content area curriculum and areas that relate to academic functioning.
3. For **Present Levels of Academic Performance** –
The Present Level of Academic Performance **MUST** address the learner's academic achievement relative to the learner's grade-level standards, given supplemental aids and services, where appropriate, and identify standards the learner has successfully met in the instances in which the learner was not meeting grade-level standards.
 - a. A statement of present level of academic performance must be included in each IEP.
 - b. Explain what it is about the child's needs that prevent the child from being involved and making progress in the general education curriculum or, for preschoolers, that affect the child's participation in appropriate activities.

B. Functional Performance –

1. Record **Results** of the initial or most recent functional evaluations of the child used to determine the child's eligibility and/or programming, including: Vineland, School Function Assessment, BASC, BRIEF, Achenbach.
2. a. **Strengths:** Based on the results from the evaluation. Functional refers to a description of the child's performance in the classroom/activities. Teams should consider skills in executive functioning, habits of work, time management, learning strategies, daily living skills and behavior management.
b. **Needs:** Based on the results from the evaluation. Functional refers to a description of the child's performance in the classroom/activities in relationship with academic and developmental needs. OT, PT and/or SLP needs would be reflected in this section.
3. For **Present Levels of Functional Performance –**
Functional performance means how the child demonstrates his/her skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas.
 - a. A statement of the present level of functional performance must be included in each IEP.
 - b. Explain what it is about the child's needs that prevent the child from being involved and making progress in the general education curriculum or, for preschoolers, that affect the child's participation in appropriate activities.

C. Developmental Performance –

1. Record **Results** of the initial or most recent developmental evaluations of the child used to determine the child's eligibility and/or programming, including: ABLLS, Brigance, Vineland, School Function Assessment, BASC, BRIEF, Achenbach
2. a. **Strengths:** Based on the results from the evaluation, provide a description of cognitive, social, emotional and behavioral development as well as communication skills compared to same age/grade peers. Consider skills in the areas of physical, cognitive, communication, social, emotional and/or adaptive development. For children ages 5 -20, this performance category is primarily used for children with significant cognitive disabilities.
b. **Needs:** Based on the results from the evaluation. Developmental refers to cognitive, social, emotional and behavioral development as well as communication skills compared to same age/grade peers. OT, PT and/or SLP needs would be reflected in this section if they are developmental rather than functional.
3. For **Present Levels of Developmental Performance –**
For children 3 – 5 years of age, there must be a present level of developmental performance in each IEP. For children 5 – 20 years of age for whom a developmental need has been identified in 3G, there must be a present level of developmental performance in each IEP.
 - a. For a child age 3-5 means performance in age appropriate developmental activities across five domains of development (communication, physical, cognitive, self-help/adaptive, and social/emotional) in an educational setting.
 - b. Explain what it is about the child's needs that prevent the child from being involved and making progress in the general education curriculum or, for preschoolers, that affect the child's participation in appropriate activities.

For in-depth information about present levels of performance, please visit:

<https://sites.google.com/site/thealignedieprocess/home/phase-2-present-levels-of-performance>

3. Write a **measurable** goal related to the identified area of need. Academic IEP goals should be aligned with the Maine Learning Standards, and developed based on the student's needs, disability and PLAAFP. To develop these goals, the IEP Team should:
- a. Identify the standards that ALL students at a specific grade should "know and be able to do;"
 - b. Assess where student is functioning with regard to those standards;
 - c. Determine disability related needs that prevent the student from being proficient on those standards; and,
 - d. Develop an annual goal to address these needs.

 *When writing goals, there should be a direct correspondence between identified need, present level of performance and annual goals that allow the child to be involved and progress in the general curriculum. Additionally, if the child is of transition age, the annual goals should directly support and promote the attainment of their post-secondary goals.*

4. For children taking alternate assessments based on alternate achievement standards, the IEP team **must** write a measurable short term objective in addition to the measureable goal. For other children, the IEP Team may, but is not required to, write a measurable short term objective in addition to the measurable goal.

5. 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, 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. Statement of supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel	Location	Frequency	Duration Beginning /Ending date
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment			
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)(i)(I)&(II))			

This section is used to:

- ✓ Identify accommodations, modifications and supplementary aids and services that are necessary for the child to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities and to be educated and participate with other children with disabilities and non-disabled children.

- 🔑 Accommodations mean changes in the manner in which instruction and assessment is delivered that does not alter the curriculum level expectation being measured or taught.
- 🔑 Modifications mean changes in the regular education curriculum and or assessment that lower the standards of the curriculum.
- 🔑 Supplementary aids and services would include Educational Technician support.

Examples include:

Supports to address environmental needs (e.g., preferential seating, planned seating (on the bus, in the classroom, at lunch, in the auditorium, and in other locations), or altered physical room arrangement)

Levels of staff support needed (e.g., consultation, stop-in support, classroom companion, one-on-one assistance or type of personnel support (behavior specialist, health care assistant, instructional support assistant))

Planning time for collaboration needed by staff

Child's specialized equipment needs (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment)

Pacing of instruction needed (e.g., breaks, more time, home set of materials)

Presentation of subject matter needed (e.g., taped lectures, sign language, primary language, paired reading and writing)

Materials needed (e.g., tests and notes scanned into computer, shared note-taking, large print or Braille, assistive technology)

Assignment modification needed (e.g., shorter assignments, taped lessons, instructions broken down into steps, child allowed to record or type assignment)

Self-management and/or follow-through needed (e.g., calendars, teach study skills)

Testing adaptations needed (e.g., read test to child, modify format, extend time)

Social interaction support needed (e.g., provide Circle of Friends, use cooperative learning groups, teach social skills)

Training needed for personnel

- ✓ Identify any appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments.

Directions:

1. In A.

- a. **First column:** Describe the supplementary aid, modification, accommodation, service or support.
- b. **Second column:** Indicate all circumstances where the above would be used. An accommodation may only be used for district or statewide assessment if it is used in the classroom.
- c. **Third column:** Indicate where the supplementary aid, modification, accommodation, service or support will be used.
- d. **Fourth column:** Indicate when the supplementary aid, modification, accommodation, service or support will be used. ("As needed" could be an appropriate response in this column.)
- e. **Fifth column:** Indicate the beginning and end date for use of the supplementary aid, modification, accommodation, service or support. These may begin and end based on how/if an IEP is amended during the year. In these cases, the supplementary aid, modification, accommodation, service or support may not be implemented for the entire IEP year. Services may start later than the annual date and end before the IEP expires.

2. In B

- a. Provide explanation of why the child cannot participate in the regular district-wide or State-wide assessment and why the alternate assessment selected is appropriate.

Section 6. SPECIAL EDUCATION AND RELATED SERVICES

6. 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/Ending Date
Specially Designed Instruction				
Consultation				
Speech and Language Services				
Tutorial Instruction				
Extended School Year Services				

Related Services	Position Responsible	Location	Frequency	Duration Beginning/Ending Date
Speech and Language Services				
Occupational Therapy				
Physical Therapy				
Social Work Services				
Transportation				
Other				

Service Delivery Table

This section is used to:

- ✓ Document any special education and related services including ESY services.

🔑 *Speech /language services are a special education service when Speech or Language Impairment is the child's eligibility category.*
🔑 *Speech/language services would be delivered as a related service in cases where a child has a need for speech/language services in order to benefit from their special education program. In these cases, the child does not need to qualify as a child with a Speech or Language Impairment. Do not use the Speech/Language Eligibility form to make determinations about speech/language as a related service.*

Special Education Services

Directions:

1. Indicate the specialized instruction services the child requires. Each identified instructional area should be listed separately.
2. Indicate the service provider who will be responsible for the identified specialized instruction area. Only the role of the person should be identified, not specific individuals by name. This allows for continuation of services when there are changes in staff or when the child changes schools.
3. Indicate the location where the service will be provided. Be reasonably specific, e.g., specific general education setting, specific special education setting, related service room, etc.
4. Indicate frequency of services. Identify how many minutes the provider will work with the child on a daily, weekly or monthly basis. Totals should be tallied for ease of data collection. Frequency should be written so as to facilitate calculation of LRE.
5. Indicate the start date. Services indicated should ordinarily begin as soon as possible after completing the IEP with the exception of ESY Services.
6. Indicate the end date. The date indicates the anticipated duration of the service, but should not extend beyond the anticipated IEP annual review meeting.

Related Services

Directions:

1. Indicate the related services the child requires in order to benefit from his/her educational program.
2. Indicate the service provider who will be responsible for the identified related service. Only the role of the person should be identified, not specific individuals by name. This allows for continuation of services when there are changes in staff or when the child changes schools.
3. Indicate the location where the service will be provided. Be reasonably specific, e.g., specific general education setting, specific special education setting, related service room, etc.
4. Indicate frequency and duration of services. Identify how many minutes/hours the provider will work with the child on a daily, weekly, bi-weekly or monthly basis. Totals should be tallied for ease of data collection. Frequency should be written so as to facilitate calculation of LRE.
5. Indicate the start date. Services indicated should ordinarily begin as soon as possible after completing the IEP with the exception of ESY Services.
6. Indicate the end date. The date indicates the anticipated duration of the service, but should not extend beyond the anticipated IEP annual review meeting.

For a related service to be justified, it must have a clear purpose and be educationally relevant and necessary. Teams should consider the following:

1. Is the proposed related service educationally relevant?
 - ✓ First, consider whether this potential service is educationally relevant. Educational relevance exists when a proposed service can be explicitly linked with a component of the child's educational program. *Example that is educationally relevant:* If an occupational therapist recommends support for a child's handwriting skills, and handwriting is on the IEP or is part of the general education curriculum the child is pursuing, it is educationally relevant. *Example that is **not** educationally relevant:* If a physical therapist recommends that the team work on a series of exercises designed to improve a child's balance so she can learn to ride a bicycle, and bike riding is not part of the educational program for this child (e.g., not an IEP goal, not a part of the general education curriculum), the proposed service is not educationally relevant because it cannot be explicitly linked to a component of the child's educational program.
2. What is the purpose of the proposed related service?
 - ✓ In considering whether to accept a recommendation to provide a proposed service, the team should clearly understand its purpose. A clear purpose promotes effective implementation and evaluation. Sometimes the purpose of providing a related service is to:
 - select and monitor the use of equipment,
 - make adaptations,
 - transfer information/skills to other team members,
 - be a resource or support to families, or
 - apply skills specific to the professional discipline.

3. Is the proposed related service educationally necessary?

- ✓ Establishing educational relevance and understanding the purpose of a service are not sufficient to warrant service provision. The service also must be educationally necessary. If a proposed service, with a clear purpose, is determined to be educationally relevant, it is time to consider whether it is educationally necessary by asking the following questions (Giangreco, 1996):

If the team answers, “Yes” to the following question, it is an indication that the service under consideration probably **is** educationally necessary:

- ✓ Will the absence of the service interfere with the child’s access to or participation in his or her educational program this year?

If the team answers, “Yes” to any the following questions, the service under consideration probably **is not** educationally necessary:

1. Could the proposed service be addressed appropriately by the special educator or classroom teacher?
2. Could the proposed service be addressed appropriately through core school faculty or staff (e.g., school nurse, guidance counselor, librarian, teachers, administrator, bus drivers, cafeteria staff, or custodians)?
3. Has the child been benefiting from his or her educational program without the service?
4. Could the child continue to benefit from his or her educational program without the service?
5. Could the service be appropriately provided during non-school hours? (This question is based on the 1984 U.S. Supreme Court *Tatro* decision)
6. Does the proposed service present any undesirable or unnecessary gaps, overlaps, or contradictions with other proposed services?

7. 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 nonacademic activities: (MUSER IX.3.A.(1)(e))
General Education	Special Education	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	
Total # hours: _____		
_____ Additional hours in non-educational setting with typical peers.	_____ Additional hours in non-educational setting with typical peers.	_____ Additional hours in non-educational setting with typical peers.
For K-12 only		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 nonacademic activities: (MUSER IX.3.A.(1)(e))
What percentage of time is this child with non-disabled children? _____%		

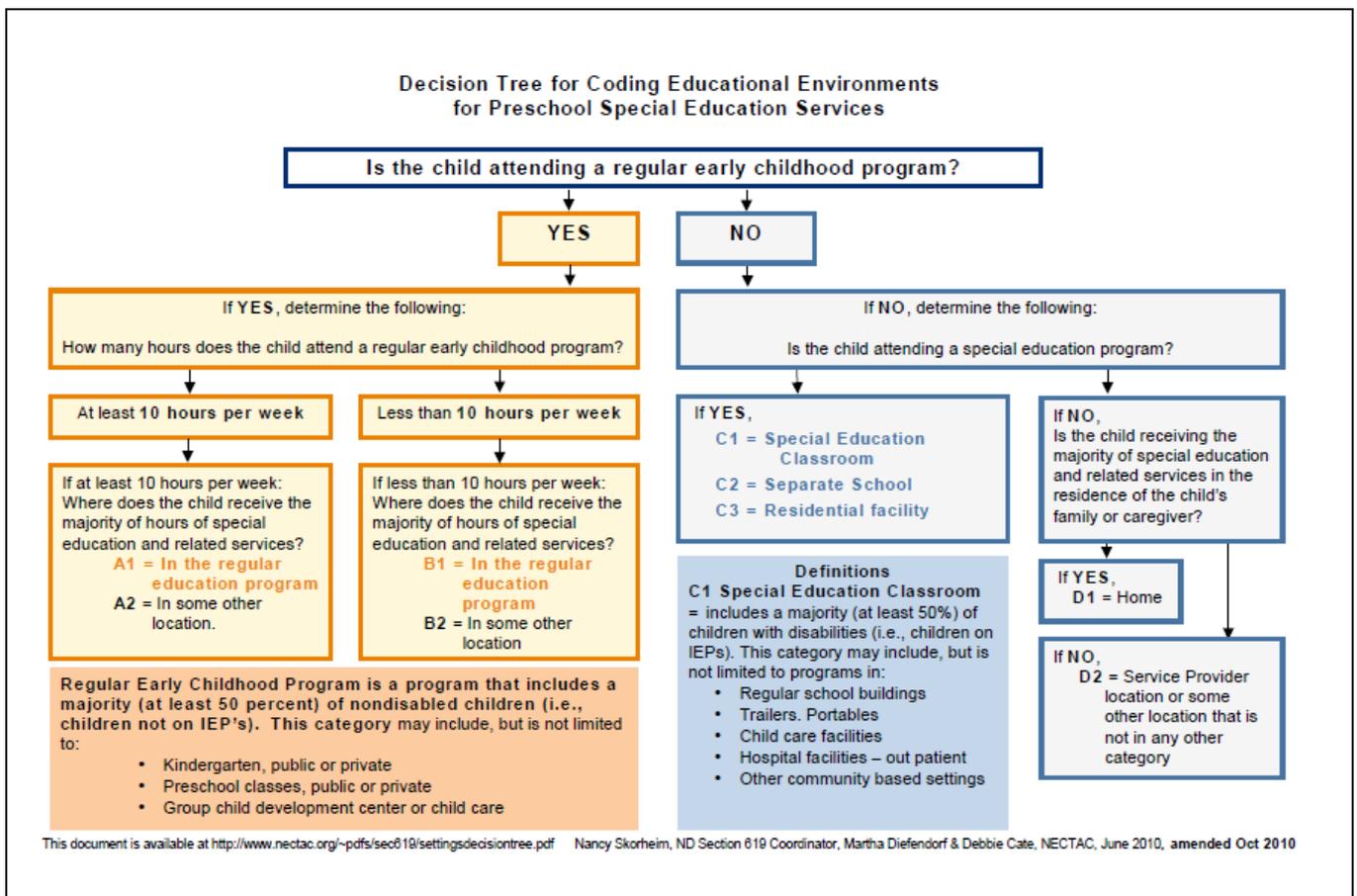
If your child’s IEP does not require a Post-Secondary Transition Plan (Section 8) this will be the LAST page of your child’s IEP.

This section is used to:

- ✓ Document for children aged 3-5 the number of hours spent in the general education setting and in the special education setting.
- ✓ Document the specific percentage of time that the children aged 5-20 spend with non-disabled children.

Directions:

1. For children ages 3-5
 - a. Indicate how many hours a child is in a general education or special education setting.
 - b. Indicate the number of hours the child spends with nondisabled peers outside of their educational setting. (For example if a child is in an educational setting for 8 hours a week and he/she goes to childcare for an additional 20 hours per week you would indicate 20 as additional hours in a non-educational setting with typical peers (non-disabled children.)
 - c. In the explanation you must include the location where the child will receive the majority of their special education and related services in addition to why the child will not participate with non-disabled children.
 - d. Reference the following decision tree for additional information.



2. For children age 5-20
 - a. Reflect the specific percentage of time with non- disabled children. A range cannot be utilized.
 - b. Provide explanation of why the child cannot participate with non-disabled children. (N/A is not acceptable. If child is with non-disabled peers 100% of the time, state that in this section)

Section 8. POST- SECONDARY TRANSITION PLAN

<p>8. 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 and updated annually. (MUSER IX.3(A)(1)(h))</p>
<p>A. Projected date of graduation/program completion: [REDACTED] IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation this student will no longer be entitled to receive special education and related services.</p>
<p>B. Transition assessments completed: [REDACTED]</p>
<p>C. In the case of a child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's preferences and interests: [REDACTED]</p>
<p>D. Measurable Post-Secondary Goals (MUSER IX.3(A)(1)(h)(i)) Measurable post-secondary goals must be based on current age-appropriate transition assessments.</p> <p>Education/Training Goal: After graduation [REDACTED], (child) will [REDACTED].</p> <p>Employment Goal: After graduation [REDACTED], (child) will [REDACTED].</p> <p>Independent Living Skills Goal (when appropriate): After graduation [REDACTED], (child) will [REDACTED].</p>
<p>E. Planned Course of Study: (MUSER IX.3(A)(1)(h)(ii)) The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child. [REDACTED]</p>
<p>F. Transition Services and Activities: (MUSER IX.3(A)(1)(h)(iii)) 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 postsecondary 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 must be specific and individualized.</p> <p>Education/Instruction and Related Services: [REDACTED]</p> <p>Career/Employment and other Post-Secondary Adult Living Objectives: [REDACTED]</p> <p>Community Experiences: [REDACTED]</p> <p>If appropriate, Daily Living Skills and/or Functional Vocational Evaluation: [REDACTED]</p>
<p>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 inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services. [REDACTED]</p>

This section is used to:

- ✓ Identify the coordinated set of transition activities for children beginning in 9th grade or age 16, whichever comes first. It may be used earlier if deemed appropriate by the IEP Team.

Directions:

1. In A.

Projected date of graduation/program completion: This date should reflect the month and year that the IEP Team anticipates the child will reach graduation or high school completion. It can be adjusted based on objective criteria (total credits earned or standards met) at each annual review.

2. **In B.**

a. Indicate the age-appropriate transition assessment process used to develop the post-secondary goals.

Completed assessment data serve as the common thread in the transition process and forms the basis for defining goals and services to be included in the Individualized Education Program (IEP).

When a child is in 9th grade, but no later than when the child is 16, whichever comes first, an age-appropriate, transition-focused assessment process must be used to identify post-secondary goals.

Use formal and informal methods of gathering data related to the child's interests, preferences, aptitudes and abilities as they relate to and align with the skills needed for the child's given interest area.

Consider the demands of current and future employment, educational, living, and personal and social environments.

The assessment process considers multiple data sources to facilitate discussions and decision making in the development of the post-secondary transition plan; it is not the administration of a single assessment instrument. Types of transition assessments include: interview with student and/or parent, behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories.

Transition assessments are not required for eligibility and may not require parental permission to administer. Any assessment process should be identified in this section of the IEP.

3. **In C.** If the child attended the meeting, it should be noted in this section of the IEP. Otherwise, document the pre-IEP Team meeting efforts to obtain information about the child's preferences and interests.

4. **In D.** Write measurable post-secondary goals related to the child's interests, preferences, aptitudes, and abilities.

These goals identify dreams and plans for the future including education or training, employment, and adult living. It is critical that the child participates in the development of his or her measurable post-secondary goals.

Measurable post-secondary goals must indicate what the child "will do" after graduation or exiting school district services through attainment of the maximum age of service provision (age 20).

Measurable post-secondary goal statements should be written as complete sentences with an established timeline and observable (countable) outcome.

Measurable post-secondary goals are the cornerstone of effective transition planning and are written before the annual goals are developed so as to guide the planning process. Without a clear direction for post-secondary living, working, and learning, a comprehensive plan reflecting a coordinated set of activities designed within a results-oriented plan cannot occur.



As teams design post-secondary goals, adherence to the following must be complete:
The post-secondary goals reflect an outcome, NOT a process Must be measurable (observable and defined)

Should reflect a real intent or plan (not simply stating the hopes and desires of a child, but an intentional plan to achieve the goal)

Must reflect the child's interests and preferences Must utilize assessment for development

Sensitivity to the child and his/her family's cultural, racial, and ethnic value systems must be considered in the development of the post-secondary goals. The family structure, personal resources, and familiar cultural norms are potentially all elements of scrutiny and consideration when developing the post-secondary goals, and will guide the rest of the IEP.

5. **In E.** A course of study can include course titles and descriptions of how the courses will lead to the acquisition of post-secondary goals. The course of study must:
 - a. Promote movement toward and skill acquisition for the post-secondary goals
 - b. Indicate a multi-year high school plan (current status to anticipated exit date)
 - c. Reflect the child's preferences and interests
 - d. Relate to the child's needs
 - e. Be more specific than just completing graduation requirements
 - f. Pass the stranger test (e.g., would someone unfamiliar with the child completely understand the courses necessary to facilitate a meaningful and effective transition-focused class schedule?)
 - g. Be clearly transferable (e.g., can another school build a schedule based on the information in the course of study?)
 - h. Provide a clear description of course needs, in the pursuit of the post-secondary goals

6. **In F. Transition Services and Activities**

Transition services and activities may include related services, community experiences, and services related to employment and other adult living objectives such as acquisition of daily living skills.

Education/Instruction and Related services include:

Transportation

Developmental, corrective, and other supportive services including:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- social work services
- school nurse services
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services

Instruction in specific areas that the child needs to:

- Complete needed courses
- Succeed in the general curriculum
- Gain needed skills

Career/Employment and Other Post-Secondary Adult Living Objectives are components of a transition program required to achieve desired post-secondary goals. These objectives could include such career/employment/adult living skills as: exploring internships, job seeking and keeping skills, registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI). *(This is not a restatement of the goal, but rather a description of the activities that are necessary to accomplish the goal.)*

Community Experiences are one component of a transition program that are provided outside the school building or in community settings.

Examples could include:

- Community-based work experiences and/ or exploration
- Job site training
- Banking
- Shopping
- Transportation
- Recreation activities

If appropriate, Daily Living Skills and/or Functional Vocational Evaluation describes one component of a transition program that may be considered, if appropriate, to support the child's ability to do the routine tasks of adulthood. These may include:

- Preparing meals
- Budgeting
- Maintaining a home
- Paying bills
- Caring for clothes
- Grooming

NOTE: There **MUST** be at least **one** transition service for each post-secondary goal; however, it is possible that a number of the transition services components described above might apply to more than one post-secondary goal. The description of these services need not be duplications of the services outlined on the special education services page, but should include those services specifically designed to help the child move toward the attainment of his/her post-secondary goals.

7. **In G. Agency that may provide transition services in the coming school year.**
 - a. If the SAU determines that outside agency services are necessary-
 - The IEP Team must identify any potential adult service agencies that are necessary to facilitate the implementation of post- secondary goals.
 - These agencies may fund or provide transition services or supports in the coming year.

- Prior to inviting any agency(ies), the school must obtain written prior consent from the parent or adult student using the Consent to Invite Outside Agencies form. This form must be retained by the SAU in the child’s educational record **and the process repeated before every post-secondary transition meeting.**
 - If a family or adult student declines to give written consent to invite an agency, it should be noted in this section and clearly documented in the WN. Example: “Child and family have been informed of agency connections and potential benefits of services but decline to pursue services at this time.”
- Once an agency connection has been identified and the school has obtained the appropriate written consent to invite the agency, invitations to the appropriate agency(ies) should be extended via the Advance Written Notice.
- If a representative from the agency is unable to attend, the school must ensure that the parents/child understand the need to connect with the agency. Since actual eligibility for services from most agencies involves unique intake processes, schools must make an effort to assist parents and children in compiling the necessary eligibility information.
- List in this section of the IEP the agency(ies) that have agreed to be responsible to provide or fund services.

b. **If the SAU determines that outside agency services are NOT necessary-** If an adult service agency is NOT currently needed due to the child’s age, current needs for such services, or other factors, a simple explanation of why agency connections are not necessary should be provided. Examples of this documentation include:

- “Child is not currently eligible for services related to this post-secondary goal at this time.”
- “Child does not require services from outside agencies at this time.”
- “Child is too young for services from adult agencies at this time.”

<p>9. AGE OF MAJORITY</p> <p>If the student will turn 17 during the course of this IEP period, child and parent(s) have been informed of the transfer of rights at the age of majority (18). IDEA 300.320(c) <i>Transfer of rights at age of majority.</i></p> <p><input type="checkbox"/> Yes Date: <input type="text"/> <input type="checkbox"/> N/A</p>

Directions:

1. Indicate the date that the child and parent(s) were informed of the transfer of rights at the age of majority (18). This should be completed at or before the IEP meeting for the year the child will turn 17.
2. If the child and/or parents do not attend this meeting, it is suggested that a letter of notification of the transfer of rights be enclosed with and noted on the written notice sent to document the meeting. A separate copy of the notification letter should be sent to the child at the address of record.

II. The Written Notice:

The Written Notice is used to:

- ✓ Meet the requirement to notify parents at least 7 days prior to the date upon which the SAU takes any proposed action or refuses to act with regard to:
 - referral
 - evaluation
 - identification
 - programming
 - placement
 - or provision of early intervention services or a free appropriate public education to a student.
- ✓ Provide documentation of specific changes to be made to the IEP/IFSP and the timing for those changes.
- ✓ A Written Notice must be generated and sent to a parent after every IEP/IFSP team meeting, agreement with parent to amend the IEP/IFSP without a meeting, or any other time that the SAU makes a decision affecting FAPE or Early Intervention Services. This includes an SAU decision to not convene an IEP Team meeting.
- ✓ The Written Notice should be clear and comprehensive, so that parents will be able to read it and understand all that was decided and why.



The only regulatory time line for the Written Notice is that parents must receive it at least 7 days prior to the date upon which the SAU takes any proposed action or refuses to act, unless parents expressly agree to a shorter implementation timeframe.

Directions:

Written Notice	
Maine Unified Special Education Regulations (MUSER) Appendix I, 34 CFR 300.503	
Date sent to parents:	SAU:
School:	Grade:
Date of birth:	Student's name:
Parent/guardian name:	Parent/guardian address:
Parent/guardian telephone:	Parent/guardian address:
Parent/guardian name:	
Parent/guardian telephone:	

Child Information: Fill out top portion of the Written Notice which includes identifiable information for the child and family.

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

Dates: You must enter date of Team meeting **OR** date of agreement for amendment without Team meeting; if parent requested a copy of the amended IEP/IFSP enter date sent to parent.

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))

[**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.]

Purpose(s) of Meeting: Check the box(es) that are pertinent to the actions that are proposed.

- **Initial referral/eligibility (MUSER IV.2.D.)** is checked when an **initial referral** is made, including discussion of the need for initial evaluation(s) (*also check evaluation/re-evaluation box*), or at a meeting to determine **eligibility**.
- **Annual review and other IEP program/placement changes including graduation (MUSER XV) and revocation of consent for continued placement (MUSER XV)** is checked:
 - for every annual IEP meeting (**MUSER IX.3.D(1)(a)**)
 - when there are any changes to program/placement
 - when a student graduates
 - when parental consent for services is revoked.
- **IFSP annual or 6 month review (MUSER VI.1.B.)** is checked:
 - only for children birth to 2
 - for every annual IFSP meeting
 - for every 6 month IFSP review
- **Evaluation/re-evaluation (MUSER V.1.A(4)(i) & V.3.D.)** is checked when an evaluation or re-evaluation is proposed or refused and to review any evaluation.
- **Post-secondary goals and transition services (MUSER IX.3.A(1)(h))** is checked **ONLY** when transition services are being discussed; **BUT must** be discussed at least once annually.
- **Transfer student (MUSER IX.3.B(5)(a)(i)and (ii))** is checked when a student transfers from one SAU to another or when entering an SAU from another state.
- **CDS/public school transition (MUSER VI.2.C(2))** is checked when a child transition from CDS to Kindergarten.

- **Transition from Part C to Part B (MUSER VI.2.C(1))** is checked when a child is exiting Part C (birth to 2 years) and entering Part B (3 to 5 years), no later than 90 days prior to 3rd birthday.
- **Consent for Initial Placement (MUSER V.1.A(4)(a)(ii))** is checked when the student is first determined eligible for special education services.
- **Amendments after the annual IEP meeting (MUSER IX.3.C(4))** is checked for any amendment to the IEP .
- **Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))** is checked for other purposes such as:
 - manifestation determination meetings
 - 30-day program review
 - Parent request
 - Amendments after the annual IFSP meeting
 - Revocation of consent for continued placement of the IFSP

Dear _____,

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:

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

- Record determinations of the meeting or agreement including, but not limited to:
 - Evaluations
 - Eligibility
 - Transition Plan
 - Goals Review or Developed
 - Accommodations/Modifications/Supplementary Aids/Services
 - Services (frequency/intensity)
 - Related Services (frequency/intensity)
 - ESY
 - Educational Setting

- Be specific; parents should be able to go to Section 1 and easily find each determination that was made, including refusals.
- Determinations are not by a majority vote but by consensus; when consensus cannot be reached, the SAU will make the final determination.
- If the parents initially request something but, following the discussion, they now agree and form consensus, it is NOT a refusal. If parents continue to request something that the SAU has refused to do, this is a refusal.
- There can be an agreement to implement something sooner (in less than 7 days). This agreement must be stated in section 1 or in an attached Optional 7-Day Waiver form.



Document each action that was proposed or refused, specifically and in detail, including the effective date where appropriate.

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

A large, empty rectangular box with a light blue background and a thin black border, intended for providing an explanation for the proposed or refused actions.

Section 2: Explain why the SAU is proposing or refusing this action.

For each determination in Section 1, there must be a specific and detailed corresponding explanation. The parent should be able to understand why each determination was made.

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



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

- Evaluations - The description of the evaluation procedure considered by the IEP/IFSP Team for the determinations reached by the Team must include:
 - The name(s) of the evaluations conducted
 - The date(s) on which the evaluation(s) was/were conducted
 - The subtests that were considered in the IEP Team decision-making
 - The scores of the evaluation(s).
- Assessments (State, Local, Curriculum)
- Observation
- Parent Report (could also be included in Section 6)
- Teacher Report
- Informed Clinical Opinion (Birth to 2)
- Progress Report
- Related Service Provider Report

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



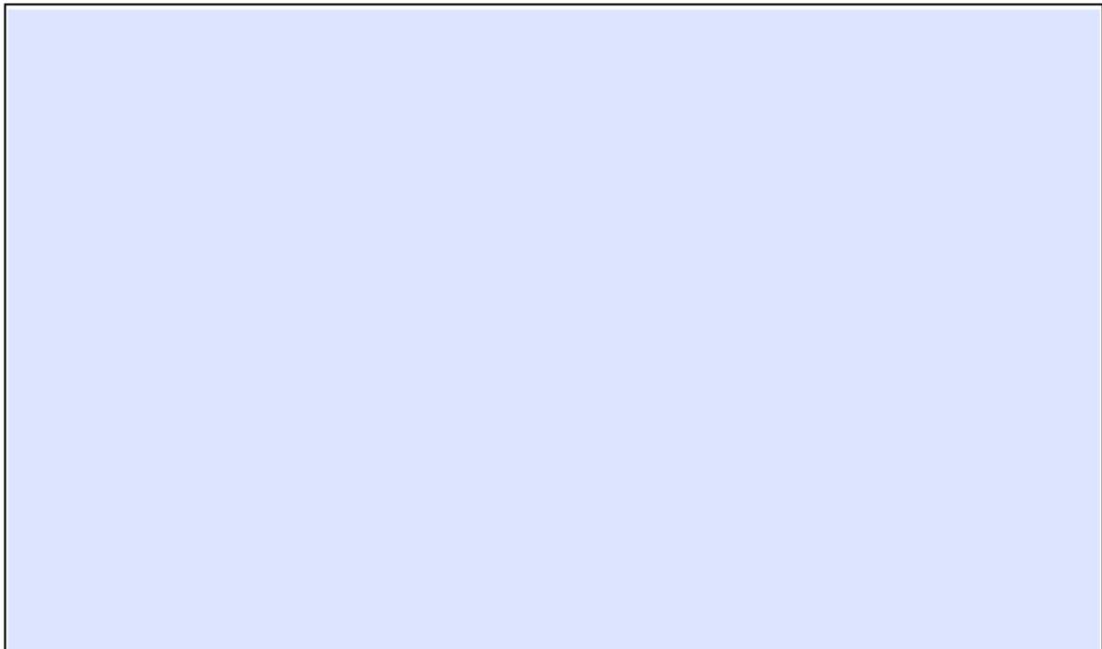
Section 4: Describe any other options that the Team, which includes the parent, considered and the reasons why those options were rejected.

In reviewing the determinations in section 1; document other alternative options that were available/presented to the team and not chosen.

Examples

- Continue present program vs. change the program
- Discussions around more than one eligibility criterion
- ESY (yes/no) - amount of ESY
- LRE Options that were not chosen (General vs Special Ed)
- Natural Environment vs Clinical Setting/Office

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



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

Other factors that impact educational programming include, but are not limited to:

- Medication/Other Health Conditions
- Change in Residence
- ELL Learners
- Family-Related Factors
- Attendance

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



Enter the name, title, and phone number of the person to contact to obtain a copy of the Procedural Safeguards.

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 Center (1-800-452-1948) and Southern Maine Parent Awareness (1-800-564-9696) or KIDSLEGAL (1-866-624-7787).

Section 6: Describe the points made by the parent including the parent's description of their child's progress. Input from parent must be included, even if parent was unable to attend the meeting (e.g., obtain input via telephone conversation or email).

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.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Team members: If the Written Notice is being issued following an IEP Team meeting, identify the Team members in attendance at the meeting; if the Written Notice is being issued without a meeting having taken place, identify the required Team members who were informed of the determinations.

Only needed for initial provision of services
<p>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).</p> <p>Parent Signature: <input style="width: 450px; height: 25px;" type="text"/></p> <p>Date: <input style="width: 150px; height: 25px;" type="text"/></p>

Parental Signature: Signature and date is required **only** for initial provision of services. **Services cannot begin until this signature is obtained.** Signature must be obtained only after the Written Notice has been completed – a signature on a blank Written Notice or separate page is not informed consent.

<p>Enclosures may be included within this document and recorded below:</p> <div style="border: 1px solid black; height: 25px; width: 680px; margin-top: 10px;"></div>
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Enclosures: Examples include: Procedural Safeguards, IEP, Adverse Effect Form, Learning Disability Evaluation Report, Speech/Language Eligibility Form, Parental Consent for Evaluation, or any other documents enclosed with the Written Notice.

III. Summary of Performance:



Summary of Performance

Maine Unified Special Education
Regulations (MUSER) V.3.F(2)(b)

Date given to student:		SAU:	
School:		Grade:	
Date of birth:		Child's name:	
Parent/guardian name:		Parent/guardian address:	
Parent/guardian telephone:			
Parent/guardian name:		Parent/guardian address:	
Parent/guardian telephone:			

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act (IDEA) 34 CFR 300.305(e)(3) and must be completed on this form and format. The SOP is important to assist the students graduating from high school to higher education, training, and employment. The SOP is needed for students graduating with a standard diploma and for students who have exceeded the age of eligibility (age 20) for special education services. *These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for Section 504 services in a post-secondary education or employment setting. Post-secondary settings will continue to make eligibility decisions on a case-by-case basis when a student self identifies to a post-secondary institution.*

Directions: This document is required under the reauthorization of IDEA (2004). The SOP must be completed during the final year of a student's high school education using the most current information available regarding the student's performance. The SOP should be written in a way that is useful to the student. Review of this document with the student is suggested. The SOP may be accompanied by documents useful in assisting the student with the transition from high school to a higher education, training, or employment setting.

- Statements should be positive and supportive of the student's post-secondary goals
- The summary should be written with student input/student inclusive practice
- This summary is an opportunity to describe ways in which the student positively impacted the high school environment.

The date given to student: The student should be given this document prior to his/her exit from high school, by graduation date or exit date. Document the date it is given to the student.

√ **Suggested practice:** Notify the student at the age of majority that the SAU will continue to send paperwork to the parent/guardian unless the student directs the SAU to stop.

Section I: Summary of academic achievement

The following is a summary of the student's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate section below).

Section I: Specifically discuss the student's current level of academic performance, summarizing the strengths and needs of the student. This could include reading (comprehension, fluency), math (calculations, algebraic problem solving), language (written, speaking, listening, spelling), and learning skills (work habits, note taking, keyboarding, organization, time management, assignment completion, study skills, test taking skills). Scores and grades that would be informative could also be included, as well as how the student has progressed towards meeting grade level standards.

√ The summary should reflect how the student's disability affected his/her school work and school activities, and should describe supports that were tried and found successful. The student should be able to understand the language used in the summary, and should know his/her strengths and weaknesses.

Section II: Summary of functional performance

The following information is a summary of the student's functional performance, i.e., life/community access skills and vocational skills, essential accommodations/modifications and/or assistive technology that may have been utilized in accessing the high school environment.

Section II: Functional performance information is intended to help postsecondary institutions consider accommodations for access. Reference the accommodations and modifications that were beneficial to the student. Remember that recommendations should not imply that an individual who qualified for special education in high school would automatically qualify for services in postsecondary education or employment settings. These decisions will be made on a case-by-case basis as to student services at the college level or employment support services, if appropriate.

Use the present level of functional performance section of the IEP. The summary could include:

- General ability to problem solve (reasoning and processing)
- Attention and executive functioning, memory, processing speed, impulse control, activity level
- Social work, counseling, speech, PT and OT input.
- Behavior: interaction with others, responsiveness to services
- Extra-curricular activities, confidence in activities
- Persistence in the learning environment
- Independent living skills, such as self-care level, leisure skills, personal safety, transportation and money skills
- Environmental access/mobility (assistive technology, mobility, transportation)
- Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals)
- Career/employment (interests, experiences, exploration, aptitudes)

Section III: Recommendations to assist the student in meeting post-secondary goals

Education:

Section III: Education - Recommendations for student action could be:

- Consider completing CNA training at a nursing home
- Complete situational assessment funded by Voc Rehab
- Meet with Student Services to discuss disability and to advocate for accommodations
- Meet with new instructors prior to courses starting to ease anxiety

Recommendations for accommodations:

Some students with disabilities may have needed accommodations to participate in the general curriculum; many of these are transferrable to the postsecondary setting.

Examples for -

- Curriculum:
 - provide audiotapes of textbooks
 - use highlighters to mark important sections
 - provide a model of end-product with directions
 - provide overview of long-term assignments
 - have student practice presentation before presenting to class or group
- Environment:
 - provide a computer for written work
 - provide separate work space
 - allow use of a calculator
- Time/Transition:
 - provide additional time to complete tasks
 - provide detailed directions
 - provide visual aids when possible
 - allow voluntary exit from class when student is in a high stress or unsafe place
 - give student progress reports through process of task or assignments

Employment:

**Employment –
Recommendations for student action** could be:

- Stay in touch with Voc Rehab counselor to obtain help with new or additional employment
- Meet with supervisors when unsure of expectations or to communicate needs or accommodations
- Meet with HR to walk through benefits of employment package (if appropriate)

Recommendations for accommodations:

- Some students with disabilities may have needed accommodations to participate in the general curriculum; many of these are transferrable to the postsecondary setting.

Examples:

- check-in with time management and organization needs
- use non-verbal cues to remind student of expectations
- provide step-by-step instructions
- allow practice of task before independently performing
- allow job shadowing and peer mentoring to support new expectations

Training:

Training - Unlike an education setting, training can take on different forms such as vocational or on-the-job training.

Recommendations for student action could be:

- Consider completing customer service course
- Consider taking adult education courses to support vocational training courses

Recommendation for accommodations:

- Some students with disabilities may have needed accommodations to participate in the general curriculum; many of these are transferrable to the postsecondary setting

Examples:

- provide step-by-step instructions
- provide additional time to complete tasks
- provide visual aids when possible

Independent living skills (optional):



Independent living skills –

Recommendations for student action could be:

- Access community agencies and resources as needed for services
- Practice self advocacy skills
- Continue to improve budget skills
- Seek support for banking and budget management
- Pay bills with parental assistance
- Support with driving instruction in preparation for obtaining drivers permit and liscence
- Monitor regular car maintenance such as oil changes, tire pressure, and tune-up schedule
- Practice laundry skills and cooking at home
- Preplan meals and make shopping lists before entering grocery store
- Review home safety plan
- Review emergency contacts and phone numbers for support
- Seek support for medical appointments

IV. The Determination of Adverse Effect



Form for the Determination of Adverse Effect on Educational Performance

This form is to be completed by the IEP Team whenever there is a meeting to determine eligibility or consider a change in eligibility (including dismissal from special education). Record data (e.g., scores, grades, etc.) for each category that supports the finding (Yes or No). **This form will be attached to and referenced in the Written Notice** so that the data sources reviewed and the specific findings associated with the determinations of adverse effect and the need for special education will be documented.

Definition - Adverse effect/Adversely affects: The word “adverse” commonly means “harmful, impeding, obstructing, or detrimental.” To “adversely affect” means to have a negative impact that is more than a minor or transient hindrance, evidenced by findings and observations based on data sources and objective assessments with replicable results. An adverse effect on educational performance does not include a developmentally appropriate characteristic of age/grade peers in the general population.

 The procedure for determination of adverse effect applies only to the following eligibility categories: **autism, deafness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, orthopedic impairment, other health impairment, traumatic brain injury, and visual impairment, including blindness.**

The IEP Team’s determination of adverse effect is based upon the results of assessments and/or data sources determined by the Team to be necessary to verify the effect of the disability on educational performance. In most situations, the IEP Team will consider multiple assessments/data sources for determination of adverse effect.

I.A. The IEP Team has reviewed the following assessment(s) or data source(s) to determine adverse effect resulting from the student’s disability [check one of the boxes in each category and provide verification by describing the data that supports the determination as to whether or not adverse effect is demonstrated]:

* N/A=not available

1. Do standard or percentile scores on nationally-normed, individually-administered achievement test(s), or for children ages 3 to 5, appropriate multi-domain nationally-normed test(s) or rating scale(s), demonstrate adverse effect? Verification:	Yes <input type="radio"/>	No <input type="radio"/>	N/A* <input type="radio"/>
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Section I.A.

Examples of data sources for category 1: for 3-5 year olds - Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition™ (WPPSI-IV), Autism Diagnostic Observation Schedule™ (ADOS™); Grades K-12 - Woodcock Johnson, Wechsler Individual Achievement Test, Oral and Written Language Scale, Gray Oral Reading Test, Test of Word Reading Efficiency.

2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum-based measures, demonstrate adverse effect? Verification:	Yes <input type="radio"/>	No <input type="radio"/>	N/A* <input type="radio"/>
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Examples of data sources for category 2: NWEA, PSAT, SAT.

3. Do any reports prepared by the SAU or presented by the parent/guardian that reflects academic or functional performance document adverse effect? Verification:	Yes <input type="radio"/>	No <input type="radio"/>	N/A* <input type="radio"/>
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Examples of data sources for category 3: 3-5 year olds - Adaptive Behavior Assessment System®-Second Edition (ABAS®-II), CDS Eligibility Observation Summary; Grades K-12 - Vineland scores, Adaptive Behavior Assessment System scores, academic grades, reports by parent or outside providers, reports of whether student meets standards in standards-based system.

<p>4. Does the student's performance on comprehensive assessments based on a system of learning results, or the Common Core as of 2014, or measurements of indicators within the Early Childhood Learning Guidelines, demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <p><input type="radio"/></p>	<p>No</p> <p><input type="radio"/></p>	<p>N/A*</p> <p><input type="radio"/></p>
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Examples of data sources for category 4: 3-5 year olds - Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), *Second Edition*, HighScope® Child Observation Record; Grades K-12 - MEAs, NECAPs, writing prompts, and curriculum-based measures such as DRA, DIBELS, Everyday Math, AIMSweb, Curriculum Unit Tests (Envisions Math).

<p>5. Do criterion-referenced assessments of academic or functional performance demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <p><input type="radio"/></p>	<p>No</p> <p><input type="radio"/></p>	<p>N/A*</p> <p><input type="radio"/></p>
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Examples of data sources for category 5: VB-MAPP, ABLLS, Brigance Inventory of Early Development, School Function Assessment, NECAPs, MEAs, Classroom test scores.

<p>6. Do student work products, language samples, or portfolios demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <p><input type="radio"/></p>	<p>No</p> <p><input type="radio"/></p>	<p>N/A*</p> <p><input type="radio"/></p>
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Examples of data sources for category 6: Writing prompts, handwriting samples, portfolios of work, classroom work samples.

<p>7. Does disciplinary evidence, or rating scales based on systemic observations in more than one setting (whenever possible) by professionals or parents/guardians, demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <p><input type="radio"/></p>	<p>No</p> <p><input type="radio"/></p>	<p>N/A*</p> <p><input type="radio"/></p>
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Examples of data sources for category 7: Disciplinary reports/office referrals, Functional Behavioral Assessment (FBA), BASC Rating Scales, BRIEF, behavior data sheets/logs, classroom observation(s).

<p>8. Do the student's attendance patterns demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <p><input type="radio"/></p>	<p>No</p> <p><input type="radio"/></p>	<p>N/A*</p> <p><input type="radio"/></p>
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Examples of data sources for category 8: Attendance records (school, program and/or class).

<p>9. Do the student's social or emotional deficits (if any), as observed by professionals or parents/guardians in multiple settings (whenever possible), on clinical rating scales or in clinical interviews, demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <p><input type="radio"/></p>	<p>No</p> <p><input type="radio"/></p>	<p>N/A*</p> <p><input type="radio"/></p>
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Examples of data sources for category 9: BASC, BRIEF, Achenbach, Connors Rating Scales, Multidimensional Anxiety Scale for Children, Piers-Harris Self-Concept Scale, Autism Rating Scales, observation.

<p>10. Other (add any other data sources)</p> <p>Verification:</p>	<p>Yes</p> <p><input type="radio"/></p>	<p>No</p> <p><input type="radio"/></p>	<p>N/A*</p> <p><input type="radio"/></p>
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Yes

No

I.B. Was only one assessment/data source considered?

<input type="radio"/>	<input type="radio"/>
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If the answer to the question is "Yes", state the IEP Team's rationale for the determination that the single assessment/data source is adequate for the determination of the adverse effect on educational performance:

Section I.B. If the IEP Team determines that a single assessment/data source is adequate for determination of adverse effect, the Team will document the rationale in this section of the Form.

Yes

No

II. Has the IEP Team determined that there is an adverse effect on educational performance resulting from the student's disability?

<input type="radio"/>	<input type="radio"/>
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Section II. Having completed Section I, and considering the findings in each of the data source categories, the Team now determines whether the student's disability results in an adverse effect on educational performance.

If the answer to this question is "Yes", proceed to section III. If the answer to this question is "No", the student does not qualify as a child with a disability under Maine Unified Special Education Regulations and is not entitled to an Individualized Education Program.



Only complete Section III if the answer to Section II was "yes."

III. The adverse effect that results from the student's disability is [check one]...

- of such a degree or kind that the student requires special education in order to benefit from his/her education program.
-

correctible through accommodations in the student's regular education program.

Summarize the basis for the determination as to whether the student requires special education in order to benefit from his/her education program or the adverse effect is correctible through accommodation:

Section III: In this box, the Team should *explain* its decision regarding whether the student needs specialized instruction or only accommodations. The Team should not merely reproduce verbatim the information recorded in Section I, but should summarize how the data sources support the Team's determination.

If the first box was checked, the student qualifies as a child with a disability under Maine Unified Special Education Regulations and is entitled to an Individualized Education Program. If the second box was checked, the student does not qualify as a child with a disability under Maine Unified Special Education Regulations and is not entitled to an Individualized Education Program.