

*Welcome*



***This Training is being Recorded.***

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

# Present Level of Performance

**Maine Department of Education  
Office of Special Services & Inclusive Education  
Supervision, Monitoring, and Support Team**

1/24/2024





- 1. Introductions**
- 2. Documenting Present Level and Goal Measurement in the IEP**
- 3. Collecting and Analyzing Data**



# Meet The Team



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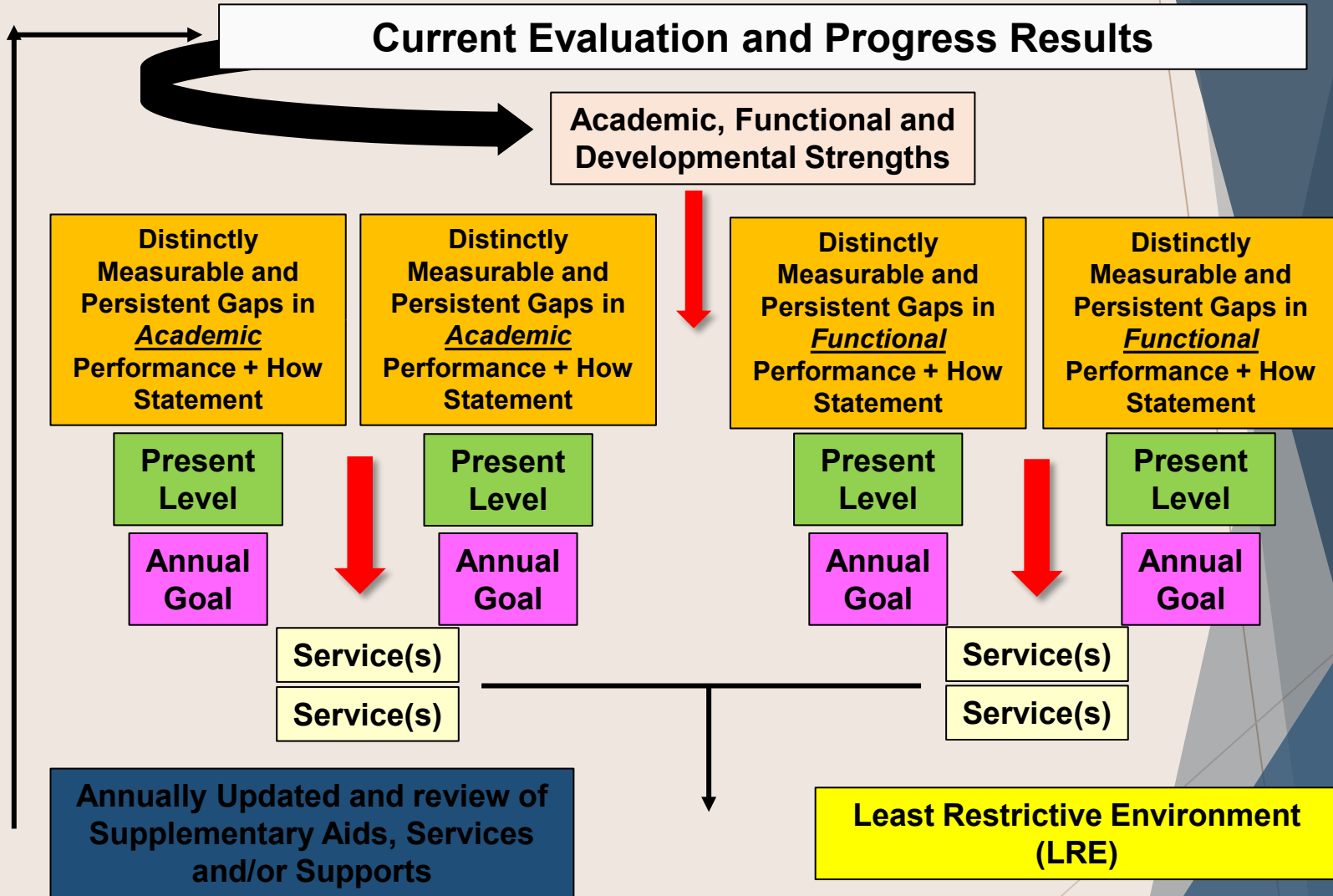
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# Individualized Education Plan IEP Alignment



# *Andrew F. v. Douglas County School District*

“...a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”

The “reasonably calculated” standard recognizes that developing an appropriate IEP requires a prospective judgment by the IEP Team.

The Supreme Court emphasized the requirement that *“every child should have the chance to meet challenging objectives.”*

<https://sites.ed.gov/idea/idea-files/qa-andrew-f-v-douglas-county-school-district-case-qa/>



# Use of Data

## Data should be used to:

- ✓ assist in program effectiveness
- ✓ determining the need for change



DATA



KNOWLEDGE



ACTION

# Section 5: Academic Performance - Present Level

## IDEA requirement - **MUST** fill

### §300.320 Definition of individualized education program.

(a) *General.* As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that **must include**—

(1) A statement of the child's **present levels of academic achievement** and functional performance, including

### 5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))

**ACADEMIC PERFORMANCE (Part B, ages 3 - 20)** refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking, and mathematical problem solving* in the school environment.

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

**Child is on academic grade level with their peers.**

**OR**

**Child is academically commensurate with their peers.**

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

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

**Objective(s) required?**  Yes  No

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



# Special Education Required Forms Procedural Manual

## Page 24

IDEA requires that a statement of the present level of academic performance must be included in each IEP even if the child does not exhibit any academic deficits that require special education services. If the child does not exhibit academic deficits, the present level statement should be included above the first goal only.

Example:

*“The child is academically commensurate with his/her peers.”*



# Section 5: Functional/Developmental Performance - Present Level

## IDEA requirement - MUST fill

**FUNCTIONAL/DEVELOPMENTAL PERFORMANCE** refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

**Child's functional/development performance is commensurate with their peers.**

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

**Progress:**

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

**Objective(s)** required?  Yes  No

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

# Special Education Required Forms Procedural Manual

## Page 26

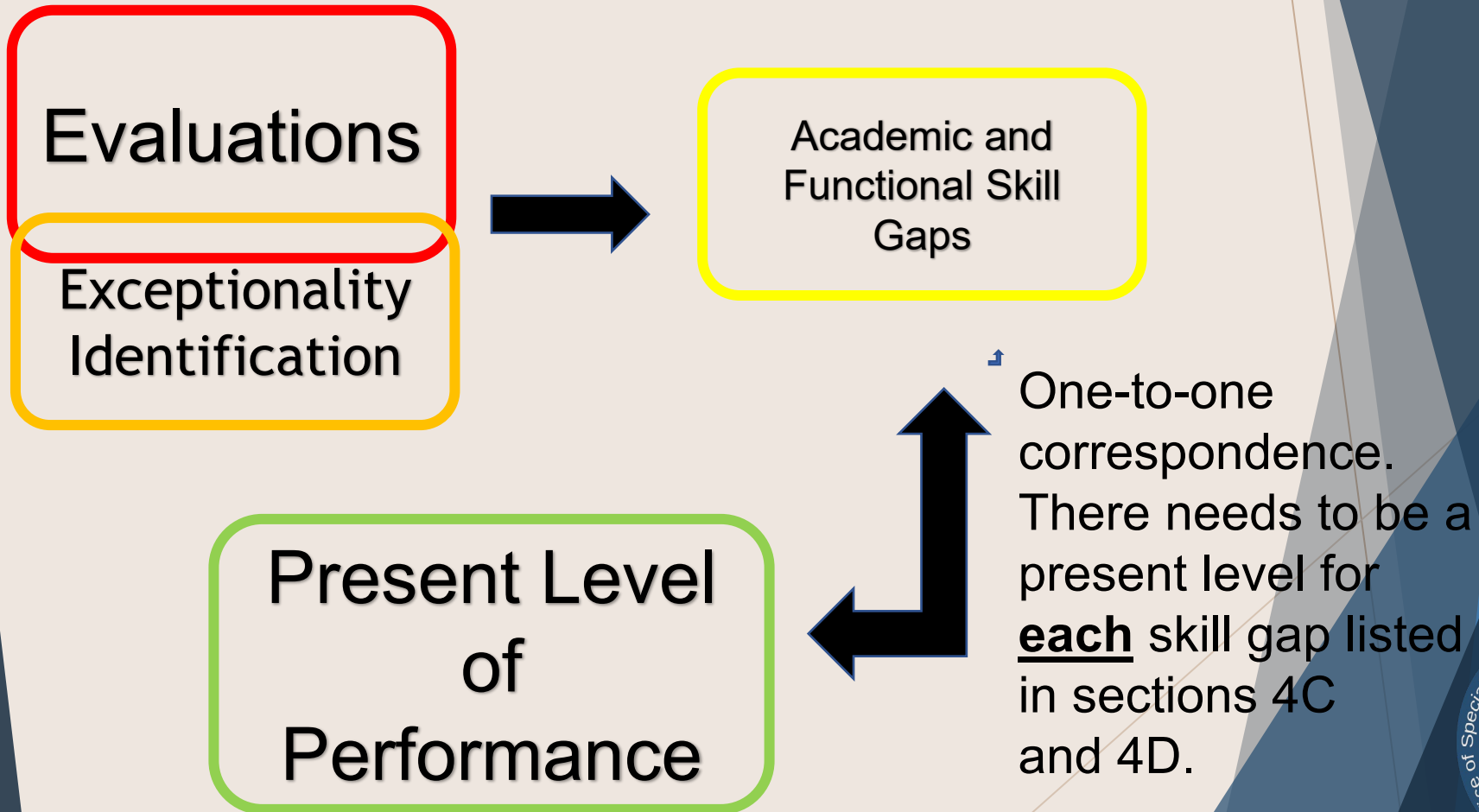
IDEA requires that a statement of the present level of functional performance must be included in each IEP even if the child does not exhibit any functional deficits that require special education services. If the child does not exhibit functional deficits, a present level statement should be included above the first goal only.

Example:

*“Child is functionally commensurate with his/her peers.”*



For each skill gap, what is the child's present level of performance (baseline data)?



# Special Education Required Forms Procedural Manual

## Page 24

- 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.
- Include statement(s) of the child's current academic performance (baseline data) above each academic annual goal. The present level and annual goal should be aligned to the same skill. The IEP should include a present level and annual goal for all identified academic skill deficits listed in the Needs section. This statement should be written in a way that all members of the IEP Team can understand the current uniqueness of the child's academic performance. This should not include specific levels of programs and curriculum as not all IEP Team members will have foundational knowledge of the program being used and its unique leveling.

# Special Education Required Forms Procedural Manual

## Page 25

- Developmental performance refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.
- Functional/Developmental performance refers to how a child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional and sensory areas*.
- Include statement(s) of the child's current functional/developmental performance (baseline data) above each functional/developmental annual goal. The present level and annual goal should be addressing the same skill. The IEP should include a present level and annual goal for all identified functional/developmental skill deficits listed in the Needs section. This statement should be written in a way that all members of the IEP Team can understand the current uniqueness of the child's functional/developmental performance.

## Present Level of Performance is:

Present Level  
Of  
Performance



Understandable  
to all, including  
parents

Include statement(s) of the child's current academic performance (baseline data) above each academic annual goal. The present level and annual goal should be aligned to the same skill. The IEP should include a present level and annual goal for all identified academic skill deficits listed in the Needs section. **This statement should be written in a way that all members of the IEP Team can understand the current uniqueness of the child's academic performance.** This should not include specific levels of programs and curriculum as not all IEP Team members will have foundational knowledge of the program being used and its unique leveling.

- Procedural Manual page 24 & 25

# Present Level of Performance is:

Present Level  
Of  
Performance



Aligned with  
each Skill Gap  
in Sections  
4C, 4D, & 4E

Include statement(s) of the child's current academic performance (baseline data) above each academic annual goal. The present level and annual goal should be aligned to the same skill. The IEP should include a present level and annual goal for all identified academic skill deficits listed in the Needs section. This statement should be written in a way that all members of the IEP Team can understand the current uniqueness of the child's academic performance. This should not include specific levels of programs and curriculum as not all IEP Team members will have foundational knowledge of the program being used and its unique leveling.

- Procedural Manual page 24 & 25



# Present Level of Performance is:

Present Level  
Of  
Performance

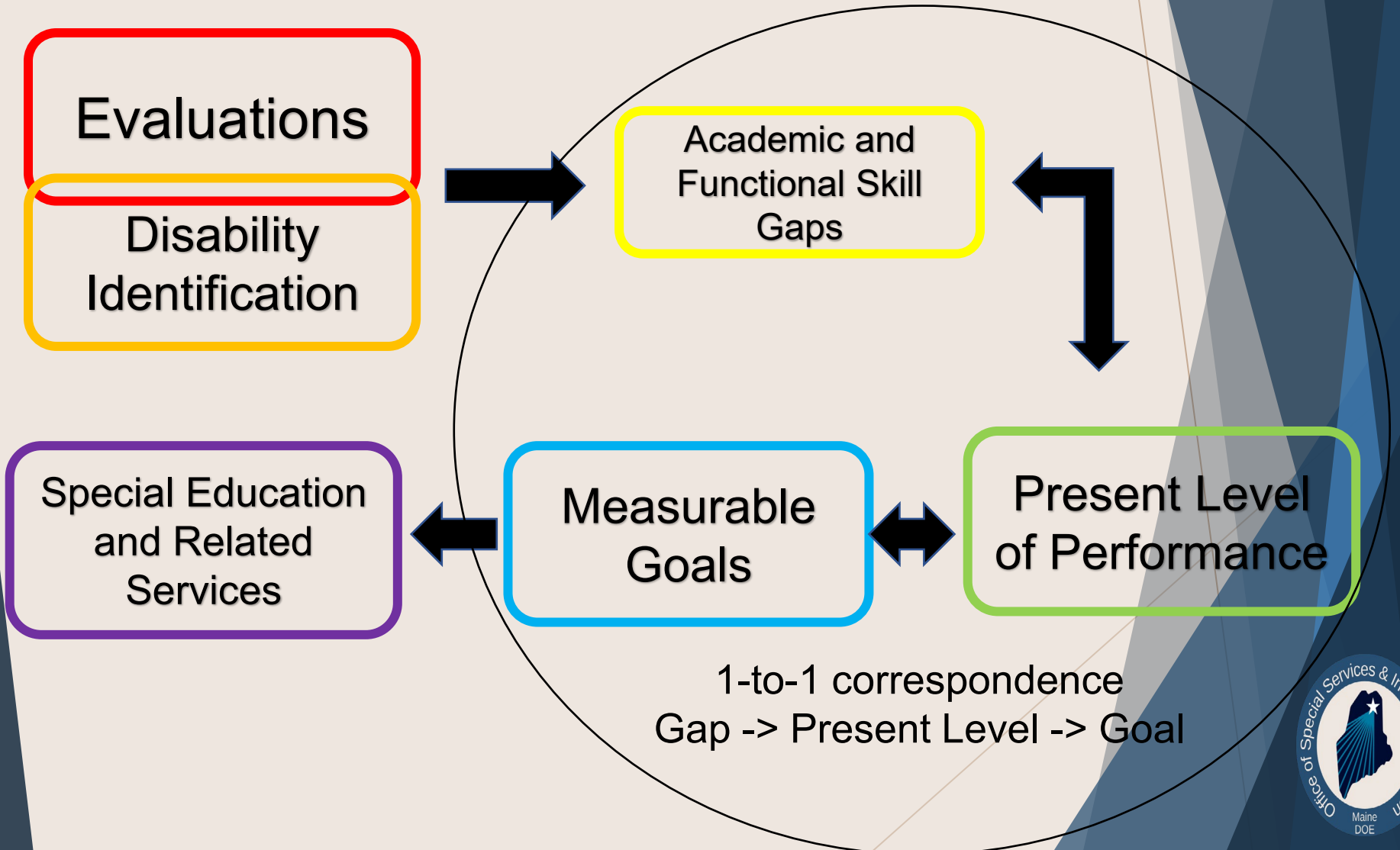


Aligned with  
Goal  
Immediately  
Following

Include statement(s) of the child's current academic performance (baseline data) above each academic annual goal. **The present level and annual goal should be aligned to the same skill.** The IEP should include a present level and annual goal for all identified academic skill deficits listed in the Needs section. This statement should be written in a way that all members of the IEP Team can understand the current uniqueness of the child's academic performance. This should not include specific levels of programs and curriculum as not all IEP Team members will have foundational knowledge of the program being used and its unique leveling.

- Procedural Manual page 24 & 25

# Alignment throughout the IEP document



# Present Level of Performance is:

Present Level  
Of  
Performance

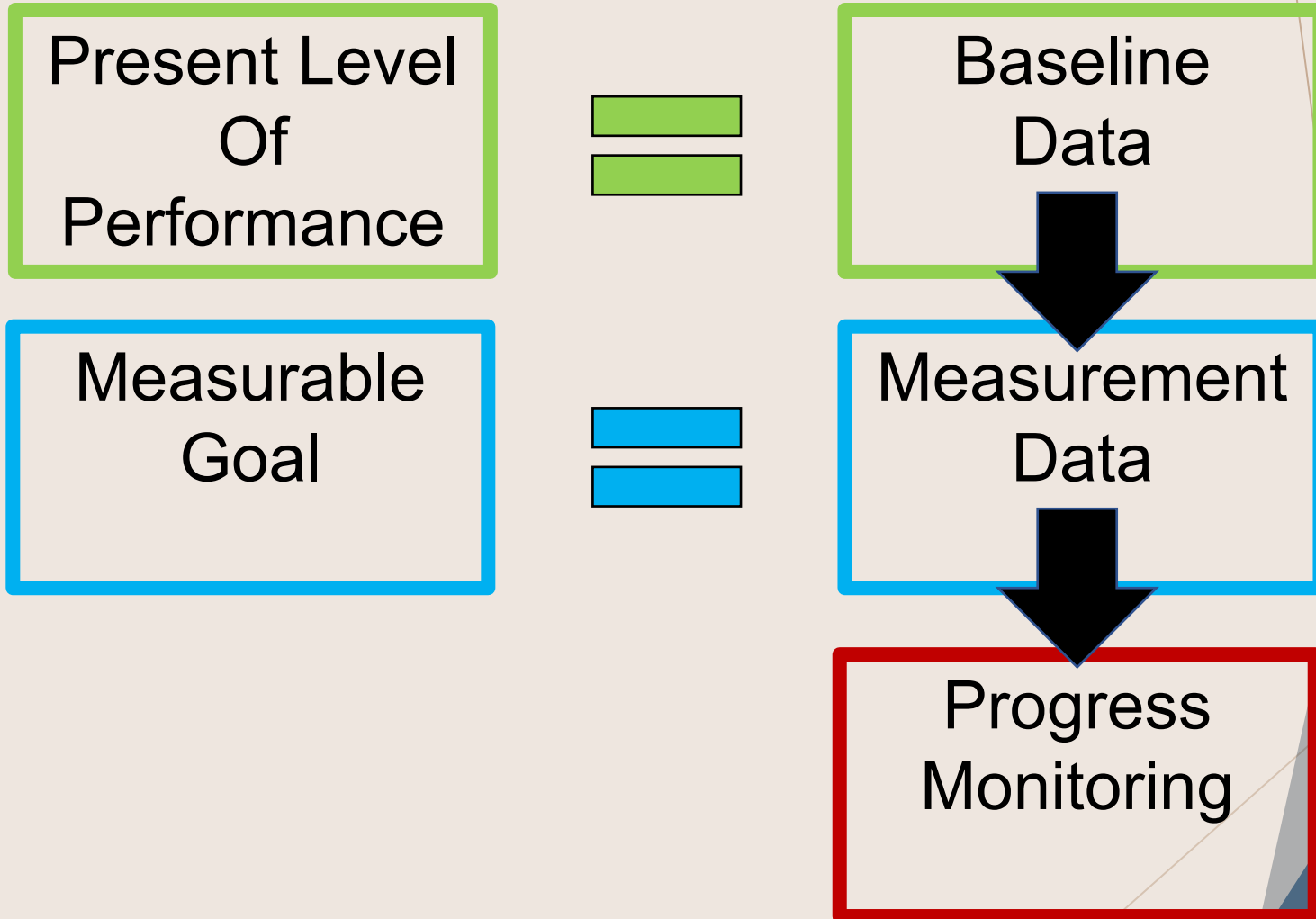


Baseline  
Data for  
Specific Skill  
Gap

Include statement(s) of the child's current academic performance (baseline data) above each academic annual goal. The present level and annual goal should be aligned to the same skill. The IEP should include a present level and annual goal for all identified academic skill deficits listed in the Needs section. This statement should be written in a way that all members of the IEP Team can understand the current uniqueness of the child's academic performance. This should not include specific levels of programs and curriculum as not all IEP Team members will have foundational knowledge of the program being used and its unique leveling.

- Procedural Manual page 24 & 25

# Same Data Point



Present Level of Performance is not:

Present Level  
Of  
Performance



Subjective:

- “struggles with”
- “about”
- “sometimes”

Present Level of Performance is not:

Present Level  
Of  
Performance



Approximate:

- Less than 60%
- About 55%
- 60-70%
- ~ 40%

Present Level of Performance is not:

Present Level  
Of  
Performance



- Grades
- Grade Level
- Standard Scores
- Percentile
- Reading Level

Present Level of Performance is not:

Present Level  
Of  
Performance



Multiple Skills or  
Prerequisite Skills





Present  
Level  
Of  
Performance

=

Baseline  
Data for  
Specific Skill  
Gap

# Present level of performance for each distinctly measurable and persistent skill gap.

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- Follow visual schedule
- Request help

These executive function gaps affect Sammy's ability to access age-appropriate classroom activities without aggression.



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

**Sammy is unable to follow a visual schedule.**

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

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

**Objective(s)** required?  Yes  No

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

**Progress:**

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

**With adult prompting, Sammy uses a help card to request help in 50% of opportunities. He uses a help card independently in 0% of opportunities.**

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

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

**Objective(s)** required?  Yes  No

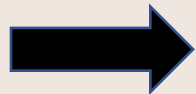
By date, given service, child's name will skill as measured by evidence.

**Progress:**

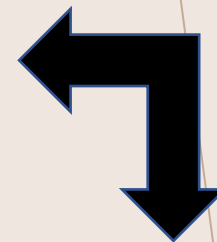
Measurable Goal for each distinctly measurable and persistent skill gap.

Evaluations

Exceptionality Identification



Academic and Functional Skill Gaps



Measurable Goals



Present Level of Performance

One-to-one correspondence. There needs to be a goal for each skill gap listed in sections 4C and 4D.

# Measurable Goal for each distinctly measurable and persistent skill gap.

D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- Follow visual schedule
- Request help

These executive function gaps affect Sammy's ability to access age-appropriate classroom activities without aggression.

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

**Sammy is unable to follow a visual schedule.**

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

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

**By February 2024, given specially designed instruction and a visual schedule with up to 4 tasks, Sammy will follow the task analysis (1.Remove visual for completed task 2.Place visual on "all done" square 3.Reference visual for next task 4.Travel to appropriate room/area) with 40% independence over 5 consecutive days as measured by daily data collection.**

**Objective(s)** required?  Yes  No

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

Progress:



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

**With adult prompting, Sammy uses a help card to request help in 50% of opportunities. He uses a help card independently in 0% of opportunities.**

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

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

**By February 2024, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will follow the task analysis (1.Pick up help card 2.Reach to communicative partner 3. Release help card) with 30% independence over 5 consecutive days as measured by daily data collection and reduced instances of aggression.**

**Objective(s)** required?  Yes  No

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

Progress:

# A note from recent case law: Beer v. USD 512 Shawnee Mission

The court identified various defects in the IEP, including outdated data and vague language, and implementation failures that resulted in substantive losses to the child and the parents.

Source:

<https://perryzirkel.com/2023/04/04/april-2023-legal-update/>



# Present Level of Performance Data is:

- Skill specific measurements/assessment
- Qualitative data through teacher observation
- Checklist or daily log
- Running record
- Work samples
- Rubric (attach rubrics to the IEP)



# Present Level of Performance Data is not:

- Eligibility / Evaluation Data
- State and Local Assessments
- Grades or Report Card
- Specific Curriculum



# What if I don't have baseline data?

A quick probe will give you point-in-time baseline data.

a school must offer an IEP that is reasonably calculated to enable a child to make progress

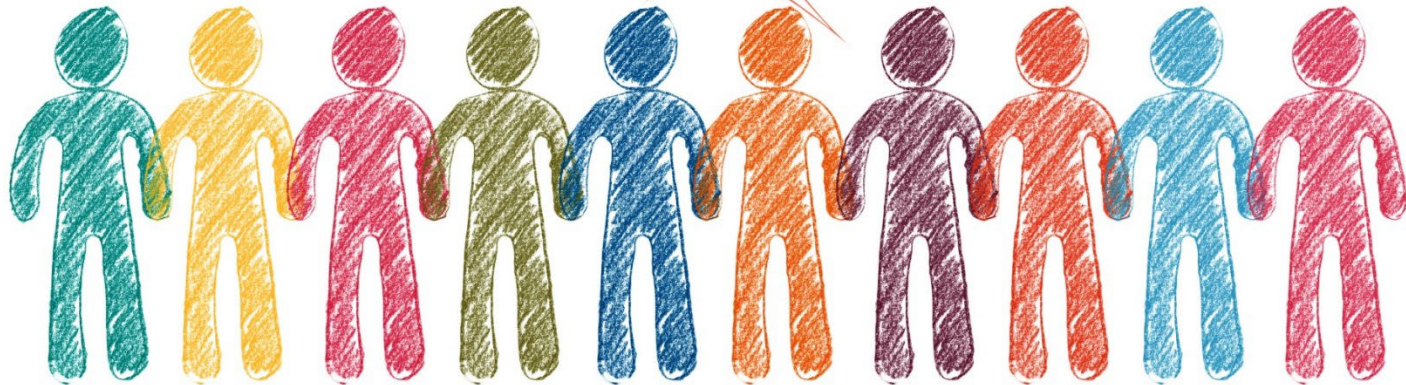
<https://sites.ed.gov/idea/idea-files/qa-endrew-f-v-douglas-county-school-district-case-qa/>

Question: If you don't know where the student is now (present level), how do you determine where they can go in one year (goal measurement)?





Questions?



# Collecting and Analyzing Data

2. *Mr. Berry's second proof.* This is expressed by the equations

$$\begin{aligned}\int_0^{\infty} \frac{\sin x}{x} dx &= \frac{1}{2} \int_{-\infty}^{\infty} \frac{\sin x}{x} dx = \frac{1}{2} \sum_{i=-\infty}^{\infty} \int_{i\pi}^{(i+1)\pi} \frac{\sin x}{x} dx \\ &= \frac{1}{2} \sum_{-\infty}^{\infty} (-1)^i \int_0^{\pi} \frac{\sin x}{x - i\pi} dx = \frac{1}{2} \int_0^{\pi} \sin x \sum_{-\infty}^{\infty} \frac{(-1)^i}{x + i\pi} dx \\ &= \frac{1}{2} \int_0^{\pi} \sin x \operatorname{cosec} x dx = \frac{1}{2} \pi.\end{aligned}$$

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Data sheets will only be used with fidelity if they make sense to the person collecting data.

# Data Sheets can be simple!

Single Digit Addition (score + or -)


% correct (number of + / total opportunities) \_\_\_\_\_

6 piece puzzle (score each piece + or -)

--	--	--	--	--	--

\_\_\_\_\_/6 correct, % correct \_\_\_\_\_

Request break

+ if student independently requests break

P if student requests a break with adult prompting

- if student exhibits interfering behaviors (elope, aggression) instead of requesting break


% independence (number of + / total opportunities) \_\_\_\_\_

# Sample Data

Single Digit Addition (score + or -)

-	+	+	-	+	+	+	+	-	-
+	+	-	+	-					

% correct 9/15 60%

# Sample Data

## Request Break

+ if student independently requests a break

P if student requests a break with adult prompting

- if student exhibits target behavior instead of requesting a break

P	P	-	P	-	-	+	P	P	

% independence (number of + / total) 1/9 12%

## Request Break

+ if student independently requests a break

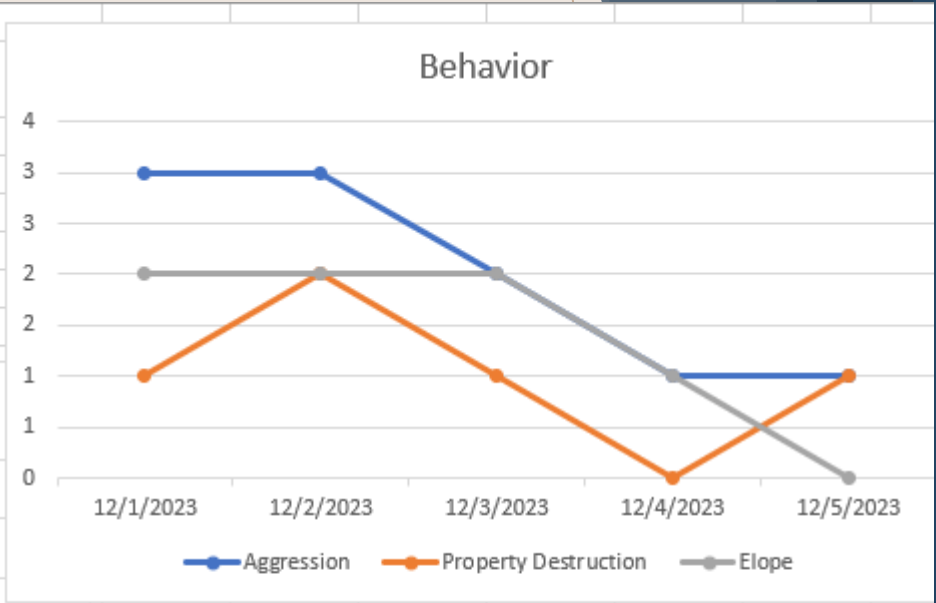
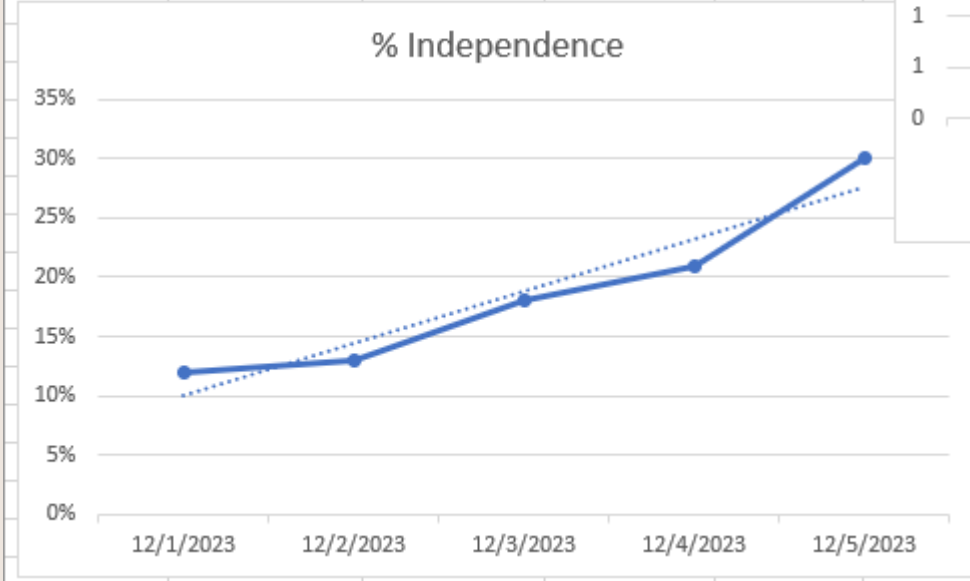
P if student requests a break with adult prompting

- if student exhibits target behavior instead of requesting a break

Time	Activity	Behavior	Score
8:20	arrival		P
8:55	tx to morning mtg	elope	-
9:03	morning mtg		P
9:10	morning mtg		P
9:19	" "	aggression	-
9:25	" "		P
9:32	tx to snack		+

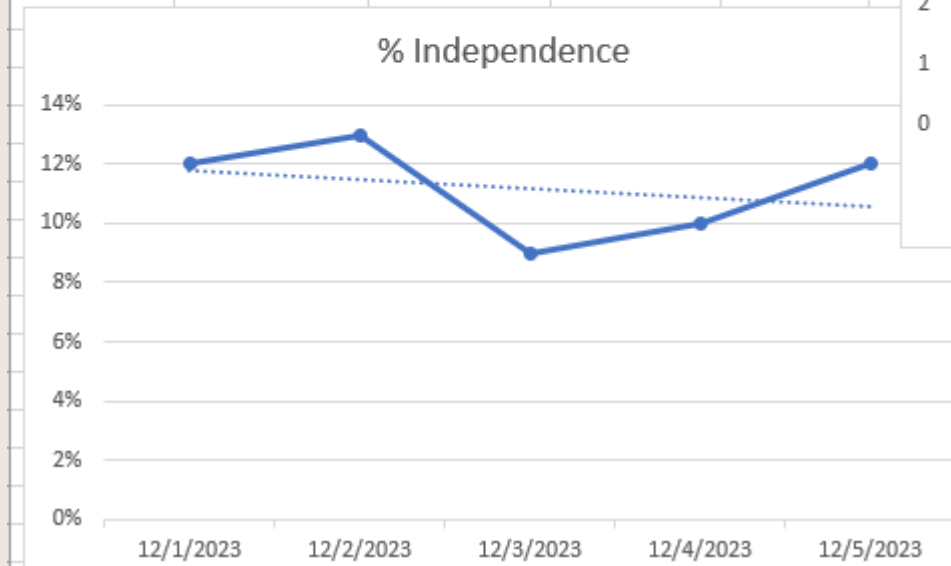
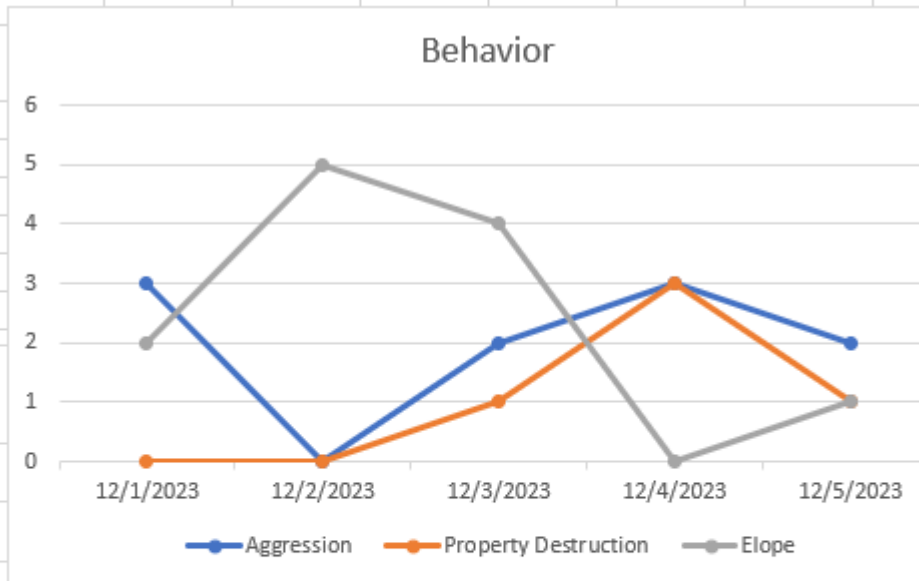
# Request Break

Date	% Independence	# Behavior		
		Aggression	Property Destruction	Elope
12/1/2023	12%	3	1	2
12/2/2023	13%	3	2	2
12/3/2023	18%	2	1	2
12/4/2023	21%	1	0	1
12/5/2023	30%	1	1	0



# Request Break

Date	% Independence	# Behavior		
		Aggression	Property Destruction	Elope
12/1/2023	12%	3	0	2
12/2/2023	13%	0	0	5
12/3/2023	9%	2	1	4
12/4/2023	10%	3	3	0
12/5/2023	12%	2	1	1



**What do I do when I see the student isn't progressing?**



# What do I do when I see the student isn't progressing?

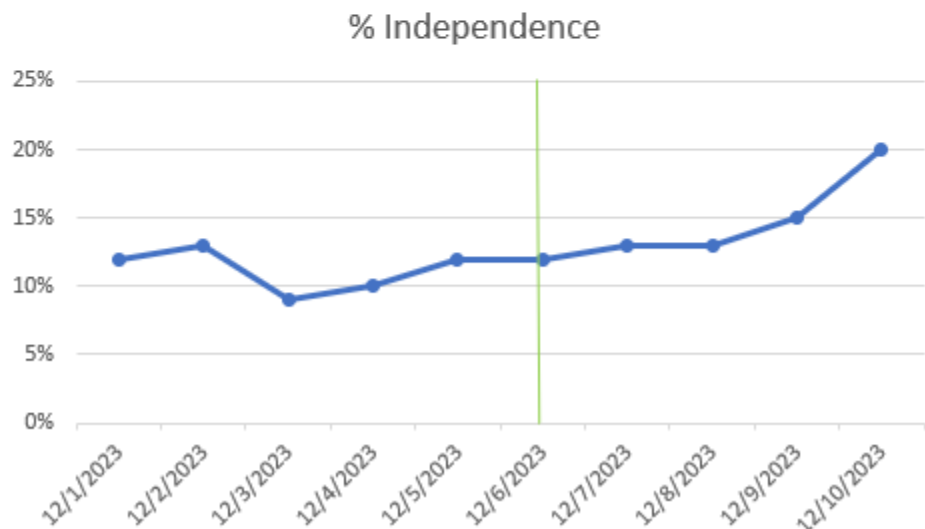
1. Form hypothesis based on knowledge of child and past observations.
2. Do some observations.
3. Spend time working with the student and collecting data.
4. Inter-rater reliability check and training.





# Request Break

Date	% Independence	# Behavior			
		Aggression	Property Destruction	Elope	
12/1/2023	12%	3	0	2	
12/2/2023	13%	0	0	5	
12/3/2023	9%	2	1	4	
12/4/2023	10%	3	3	0	
12/5/2023	12%	2	1	1	
12/6/2023	12%	3	3	3	Implemented change in prompting protocol
12/7/2023	13%	3	2	2	
12/8/2023	13%	2	2	1	
12/9/2023	15%	2	1	1	
12/10/2023	20%	1	1	1	



**Note when you make programming changes**



# How long do I take data before I know that the student is or isn't making progress?

It depends on:

- the student
- the skill
- the task

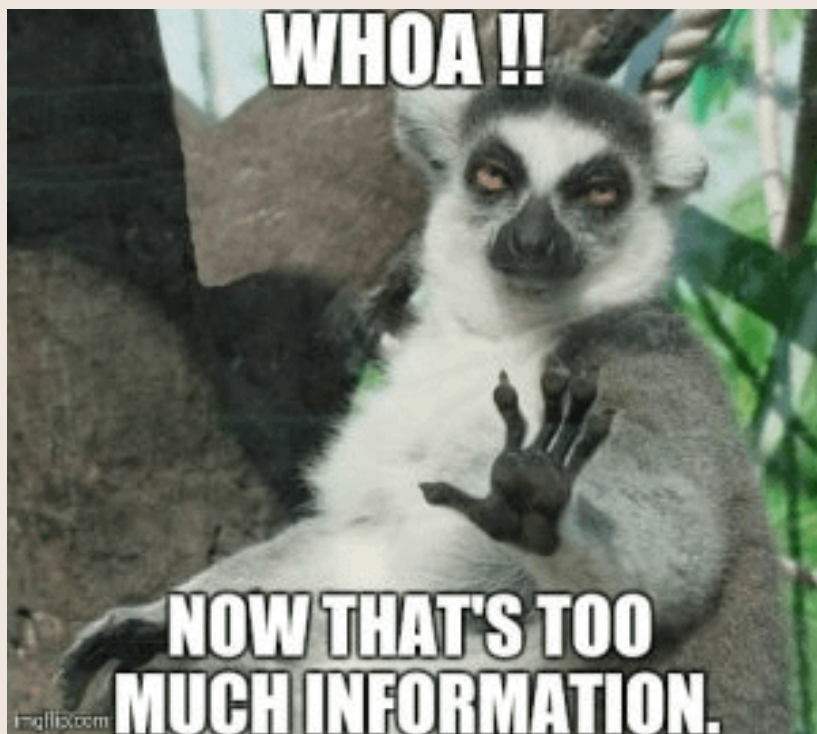
Your experience with and knowledge of the student will inform this decision.

# Recap

- The data sheet must make sense to the person collecting data.
- Look at your data often. It will tell you when a student is not making progress.
- If a student isn't making progress, you need to change something. You may have to try several changes before you find the right one for that student.
- Data analysis drives programming!



## Office Hours Archives – Data Collection Modules





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# What's wrong?

C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Vowel sounds**
- **Decoding**

**These skill gaps affect Stanley's ability to access grade level texts.**

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

**Stanley struggles with identifying vowel sounds.**

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

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

**By December 2024, given Specially Designed Instruction, Stanley will identify 5 short vowel sounds with 100% accuracy as measured by weekly data collection.**

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

**Stanley reads 35 words correct per minute using a 1<sup>st</sup> grade text.**

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

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

**By December 2024, given Specially Designed Instruction, Stanley will decode regular words up to 5 letters with 60% accuracy as measured by weekly data collection.**



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**Tell us in the Chat Box why this is not compliant.**

# What's wrong?

C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

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

**By December 2024, given Specially Designed Instruction, Stanley will identify 5 short vowel sounds with 100% accuracy as measured by weekly data collection.**

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

**Stanley reads 35 words correct per minute using a 1<sup>st</sup> grade text.**

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

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

**By December 2024, given Specially Designed Instruction, Stanley will decode regular words up to 5 letters with 60% accuracy as measured by weekly data collection.**



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- **Subjective language**
- **No baseline data**
- **Present level and goal alignment**

# Instead

C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Vowel sounds**
- **Decoding**

**These skill gaps affect Stanley's ability to access grade level texts.**



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

**Stanley can identify 5 long vowel sounds and 0 short vowel sounds.**

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

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

**By December 2024, given Specially Designed Instruction, Stanley will identify 5 short vowel sounds with 100% accuracy as measured by weekly data collection.**

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

**Stanley decodes regular words with 14% accuracy.**

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

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

**By December 2024, given Specially Designed Instruction, Stanley will decode regular words up to 5 letters with 60% accuracy as measured by weekly data collection.**



## What's wrong?



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

**Helen will request a break with adult prompting in approximately 10-15% of opportunities.**

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

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

**By December 2024, given specially designed instruction, Helen will independently request a break in 30% of opportunities as measured by daily data collection and reduced instances of aggression.**

**Tell us in the Chat Box why this is not compliant.**



## What's wrong?



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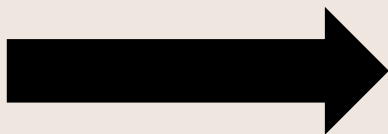
**Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):**

**Helen will request a break with adult prompting in approximately 10-15% of opportunities.**

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

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

**By December 2024, given specially designed instruction, Helen will independently request a break in 30% of opportunities as measured by daily data collection and reduced instances of aggression.**



- “approximately”
- Range (“10-15%”)
- No baseline data

Instead



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

**Helen does not independently request breaks.**

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

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

**By December 2024, given specially designed instruction, Helen will independently request a break in 30% of opportunities as measured by daily data collection and reduced instances of aggression.**

# Questions?

**ME: THIS SHOW  
IS BORING.**

**BOSS: AGAIN, THIS IS  
A ZOOM MEETING.**

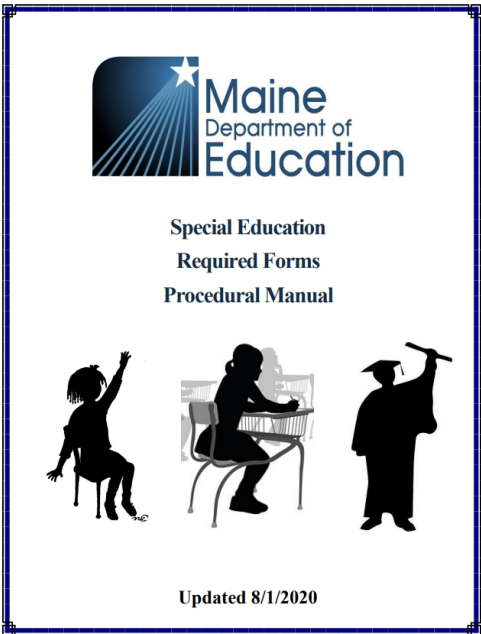


# Resources



# Resources

## Procedural Manual



**Maine Department of Education**

**Special Education  
Required Forms  
Procedural Manual**

Updated 8/1/2020

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

2



# Resources

## Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

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

**Effective Date:**

**August 25, 2017**



# Resources

## 2023-24 Cohort IEP Quick Reference Document

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

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

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



# Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)

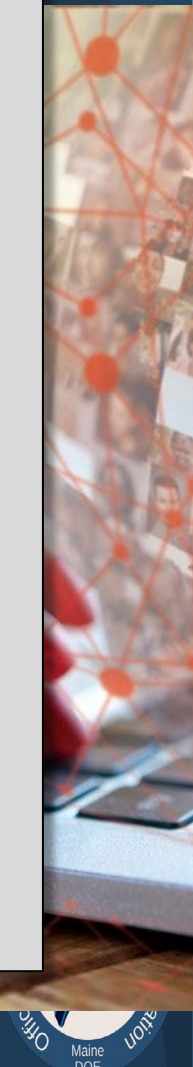


[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)



## 2023-24 Professional Development

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



## 2023-24 Professional Development (cont.)

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

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

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

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

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

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

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



# Professional Learning Feedback and Contact Hour Form.



Use the link to complete the form  
on your computer

**OR**

Use the QR code to complete the  
form on your mobile device

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



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# THANK YOU!

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