

Welcome

OFFICE HOURS

This Training is being Recorded.

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

IEP Alignment and DIB1 (Disability Alignment)

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

11/8/2023





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Federal Programs Coordinator



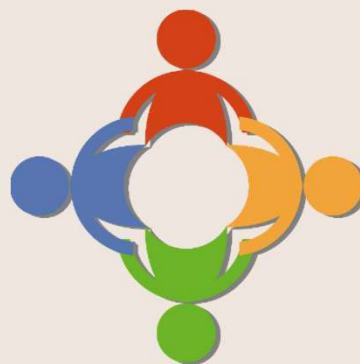
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Procedural Manual



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.
Robert Lucas, Maine DOE
Kris Michaud, CDS
Shelby Thibodeau, Augusta School Dept.
Dan Hemdal, Maine DOE
Ryan Meserve, RSU #38
Riley Donovan, RSU #64

<https://www.maine.gov/doe/learning/specialed/manual>



Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

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

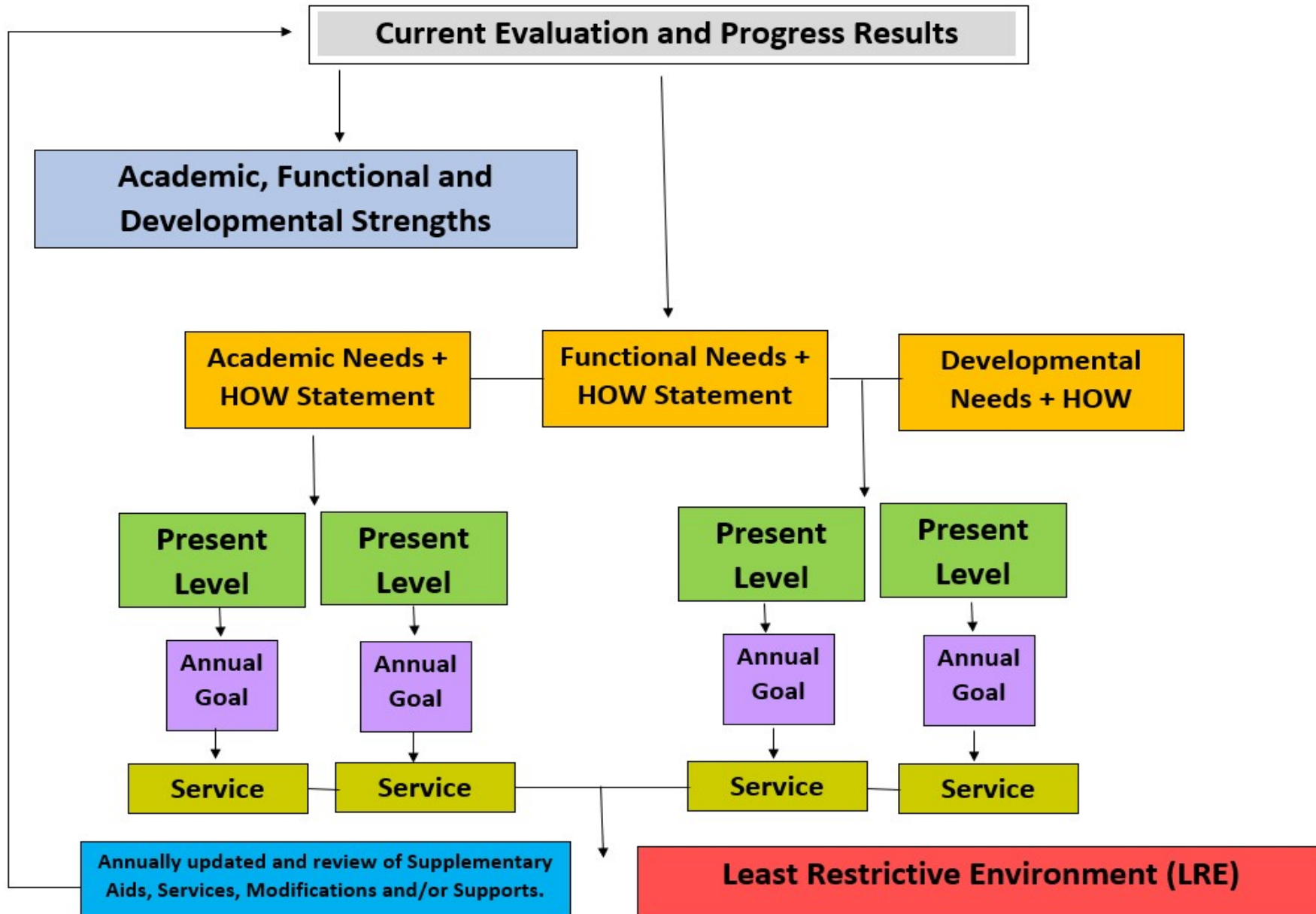
Effective Date:

August 25, 2017

<https://www.maine.gov/doe/cds/muser>



Individualized Education Plan IEP Alignment



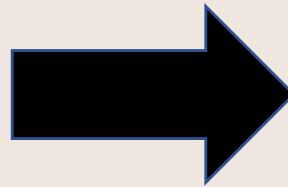
MUSER IX.3.B(2)

- (2) Rule of Construction. Nothing in this section shall be construed to require:
- (a) That additional information be included in a child's IEP beyond what is explicitly required in this section; and
 - (b) The IEP Team to include information under one component of a child's IEP that is already contained under another component of such IEP.

Nothing in this sub-section shall be construed to restrict the Department in providing interpretation and guidance on the proper implementation of this rule.

Evaluations Support Eligibility Determination

Evaluations

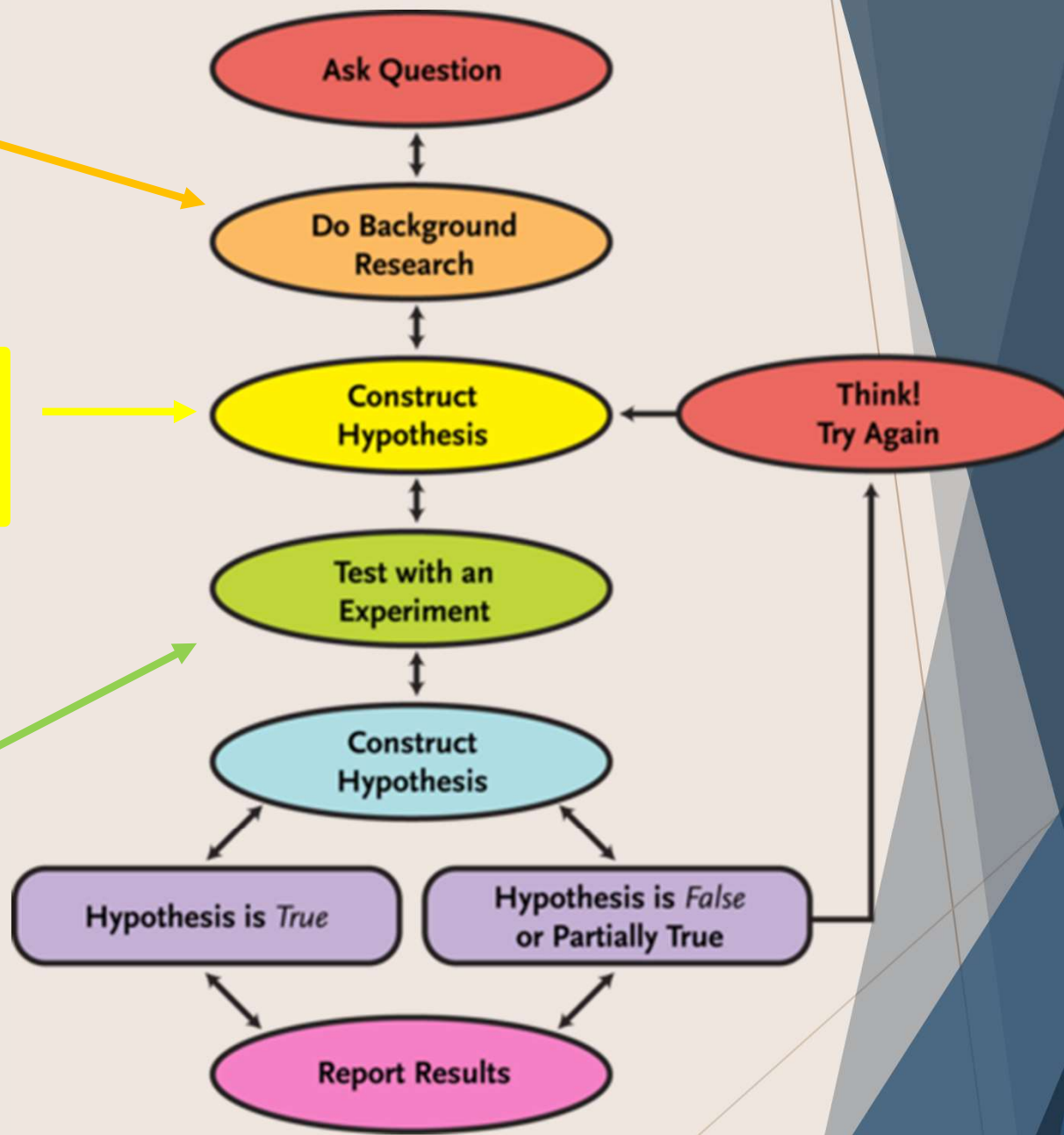


Exceptionality Identification

RTI / MTSS

Suspected eligibility category

Evaluations

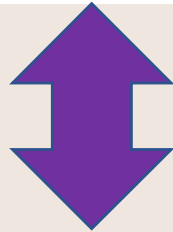


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Evaluations listed in Section #4A support eligibility identification in Section #2.

2. DISABILITY

- | | | |
|---|---|--|
| <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 checked="" type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Multiple Disability |
- (check all applicable concomitant disabilities)*



4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), 9/1/2021

(results)

Child Behavior Checklist, Teacher Report (TRF) AND Parent Form (CBC), 9/18/2021

(results)

Woodcock-Johnson, IV, Test of Achievement – Fourth Edition (WJ-IV), 9/3/2021

(results)

Beery Developmental Test for Visual-Motor Integration (VMI 5th Ed.), 9/10/2021

(results)

Evaluations listed in Section #4A support selections in Section #3.

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

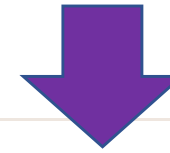
A. Results of all initial evaluations or most recent evaluations of the child:

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), 9/1/2021
(results)

Child Behavior Checklist, Teacher Report (TRF) AND Parent Form (CBC), 9/18/2021
(results)

Woodcock-Johnson, IV, Test of Achievement – Fourth Edition (WJ-IV), 9/3/2021
(results)

Beery Developmental Test for Visual-Motor Integration (VMI 5th Ed.), 9/10/2021
(results)



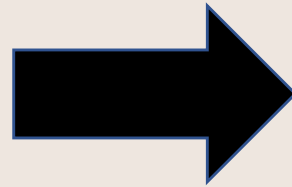
3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)):	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
i. Is the child deaf or hard of hearing?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
H. Does the child have academic needs?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
I. Does the child have functional/developmental needs?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
i. If yes , Section 9 should be completed before completing the remainder of the IEP.	

Evaluations Determine Skill Gaps

Evaluations

Exceptionality
Identification



Academic
and
Functional
Skill Gaps

Evaluations listed in Section #4A guide distinctly measurable and persistent skill gaps.

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Executive Function



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 gaps affect Sammy's ability to access age-appropriate classroom activities.

Evaluations listed in Section #4A guide distinctly measurable and persistent skill gaps.

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Executive Function

Broad



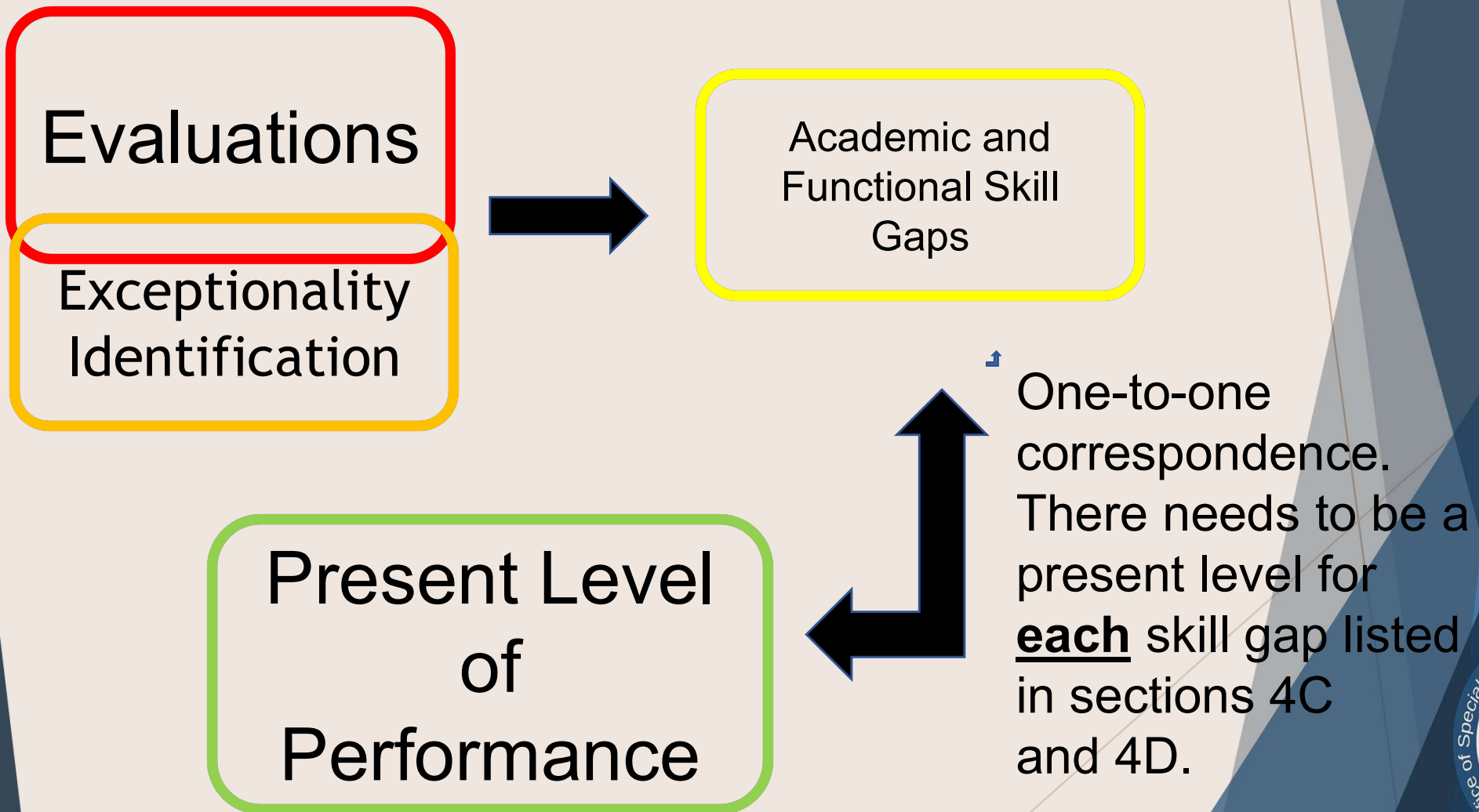
D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Follow visual schedule**
- **Request help**

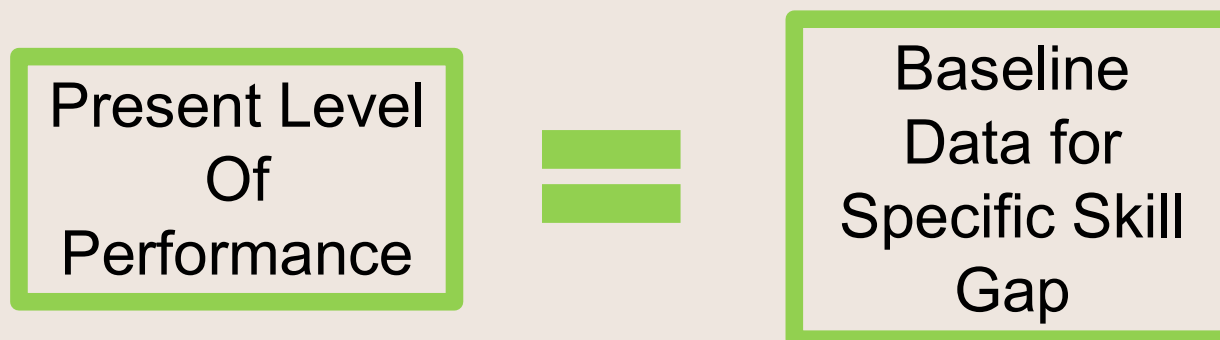
These gaps affect Sammy's ability to access age-appropriate classroom activities.

Specific

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



Present Level of Performance is:



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 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 gaps affect Sammy's ability to access age-appropriate classroom activities.



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

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

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.

Progress:

Objective(s) required? Yes No

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

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

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

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

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

 (Ctrl) **Progress:**

Objective(s) required? Yes No

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

Measurable Goal for each distinctly measurable and persistent skill gap.

Evaluations

Exceptionality Identification

Academic and Functional Skill Gaps

Present Level of Performance

Measurable Goals

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 gaps affect Sammy's ability to access age-appropriate classroom activities.



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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 June 2023, 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 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

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.

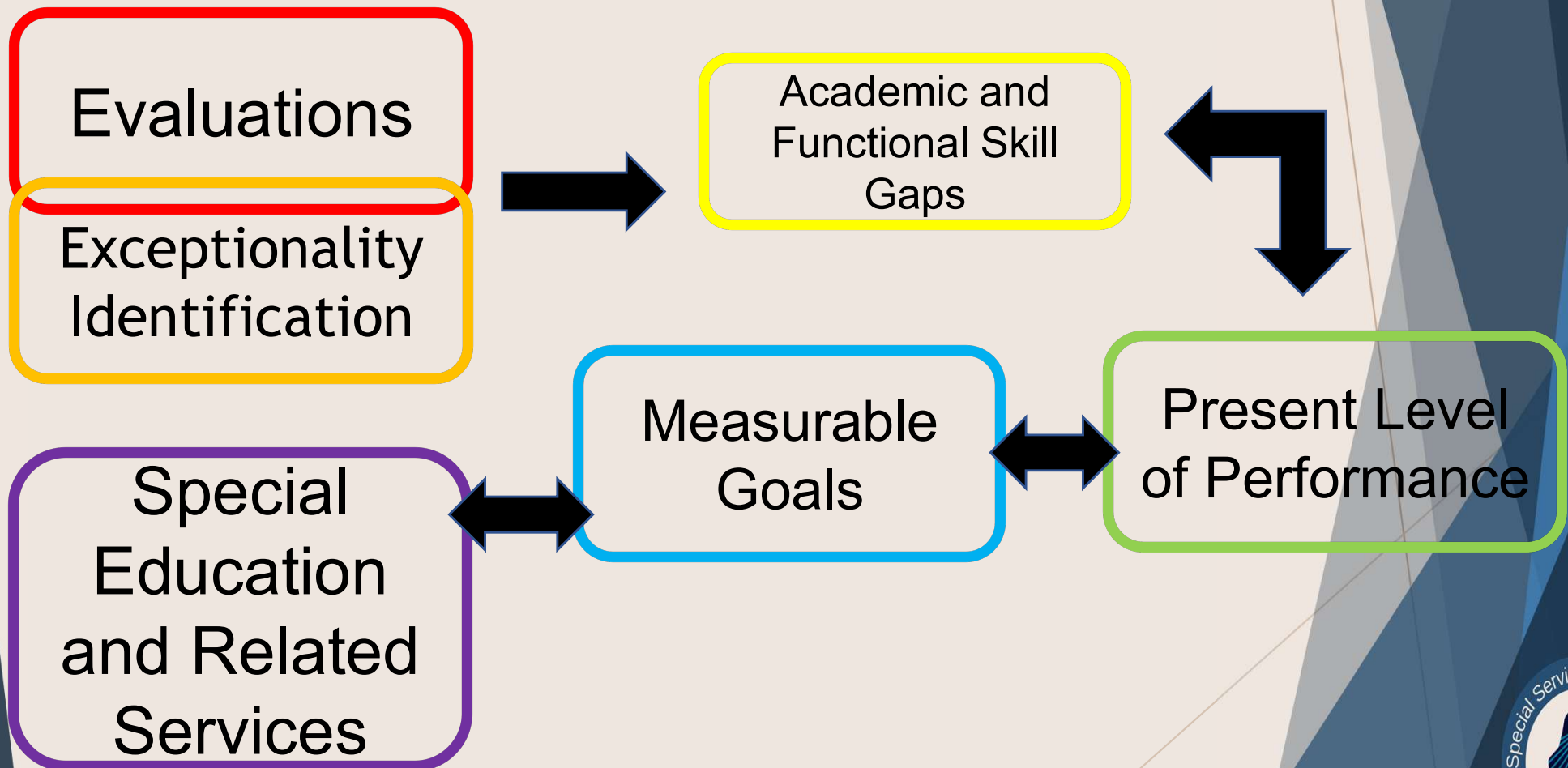
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

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

By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.

Progress:

Special Education or Related Service provided for each Measurable Goal



Every Goal
needs a
Service

Every Service
needs a
Goal

Is it considered Consultation when a special education teacher or service provider checks in with a general education teacher?

- ▶ Consultation is specific to student goals and should be documented in the goal itself. “Given consultation, child will...” or “Given specially designed instruction and consultation child will...”
- ▶ Teacher to teacher check-in is an accommodation and should be documented as collaboration in Section 6.



Service for each Measurable Goal.

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

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

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 June 2023, 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 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

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.

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

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

By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.

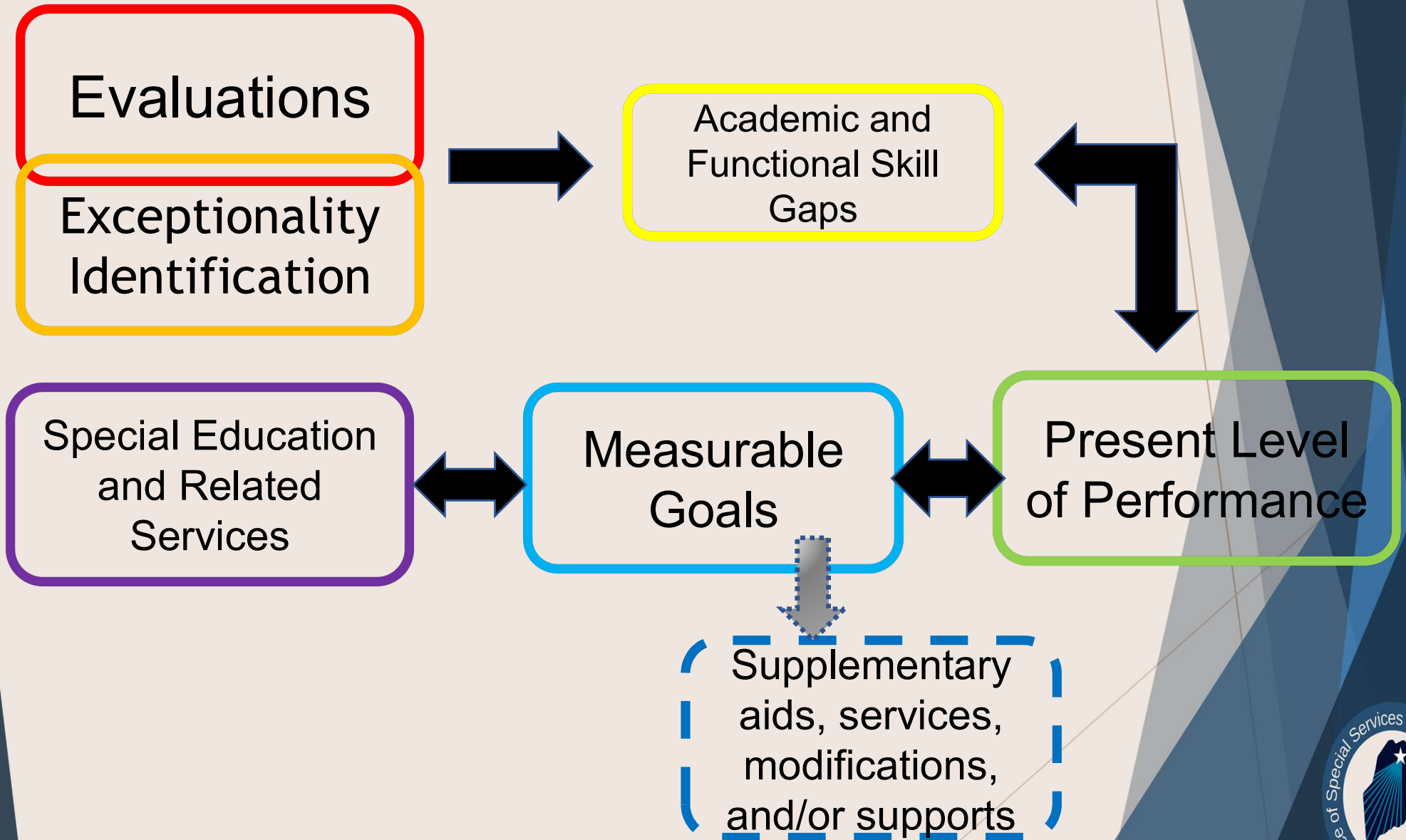
Progress:



7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Executive Function	Special Education Teacher	Special Education	1 hour / 5x per week	6/19/2022 – 6/18/2023
Speech/Language Services				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Transportation				
Other BCBA consultation	BCBA	Special Education	30 min per week	6/19/2022 – 6/18/2023

Supplementary aids, services, modification, and/or supports



Supplementary aids, services, modification, and/or supports

PLEASE
NOTE:



If a support, aid, or modification is referenced in a goal because the student needs it to be successful, it should be listed in Section 6 of the IEP.

Supplementary aids, services, modification, and/or supports

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


Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):
Sammy is unable to follow a visual schedule.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**
 By date, given service, child's name will skill as measured by evidence.
By June 2023, 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 5. Begin task) with 40% independence over 5 consecutive days as measured by daily data collection.

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.
Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**
 By date, given service, child's name will skill as measured by evidence.
By June 2023, given specially designed instruction, BCBA consultation, and access to a help card, Sammy will independently follow the task analysis (1. Pick up help card 2. Reach to communicative partner 3. Release help card) in 40% of opportunities over 5 consecutive days as measured by daily data collection.

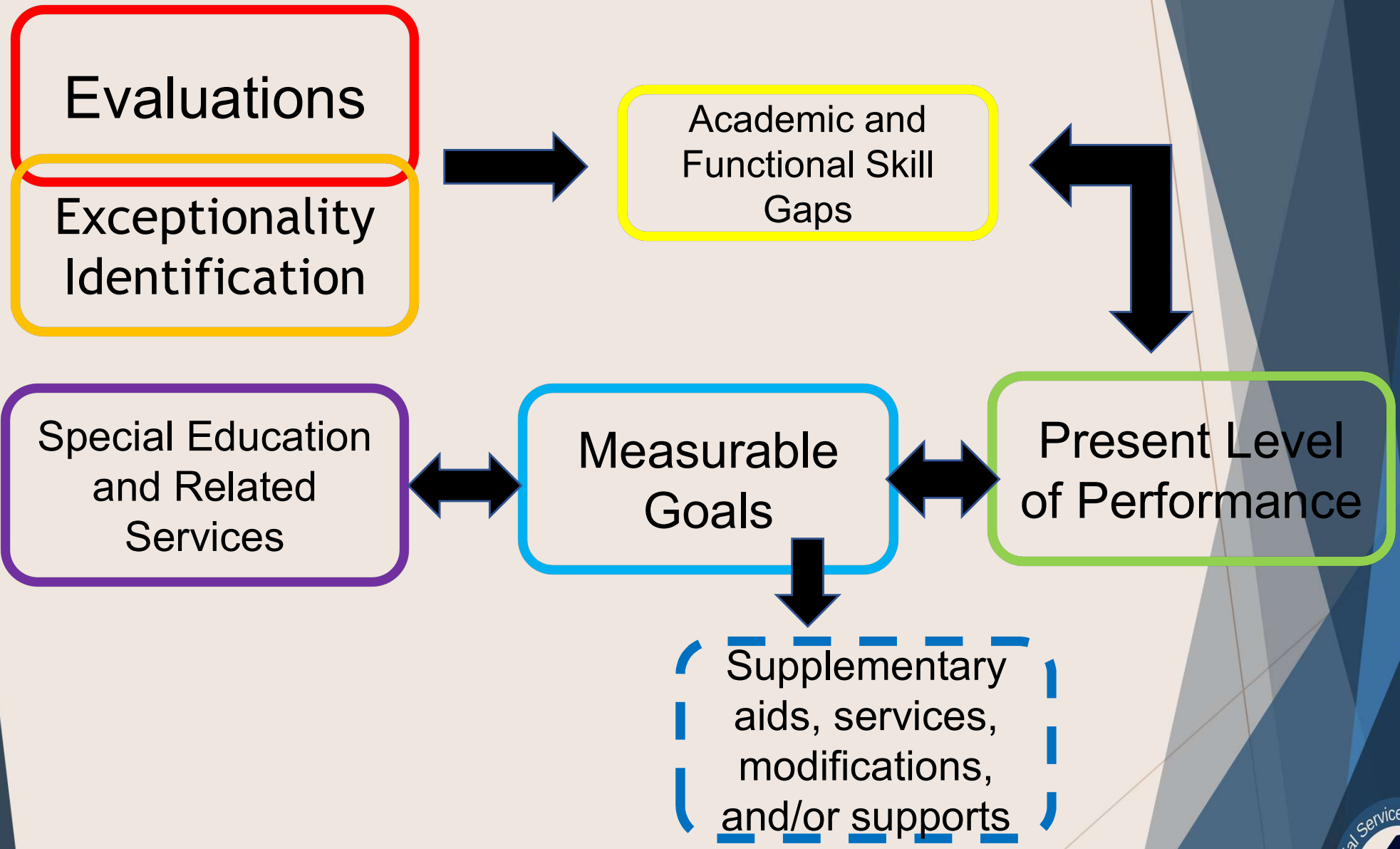


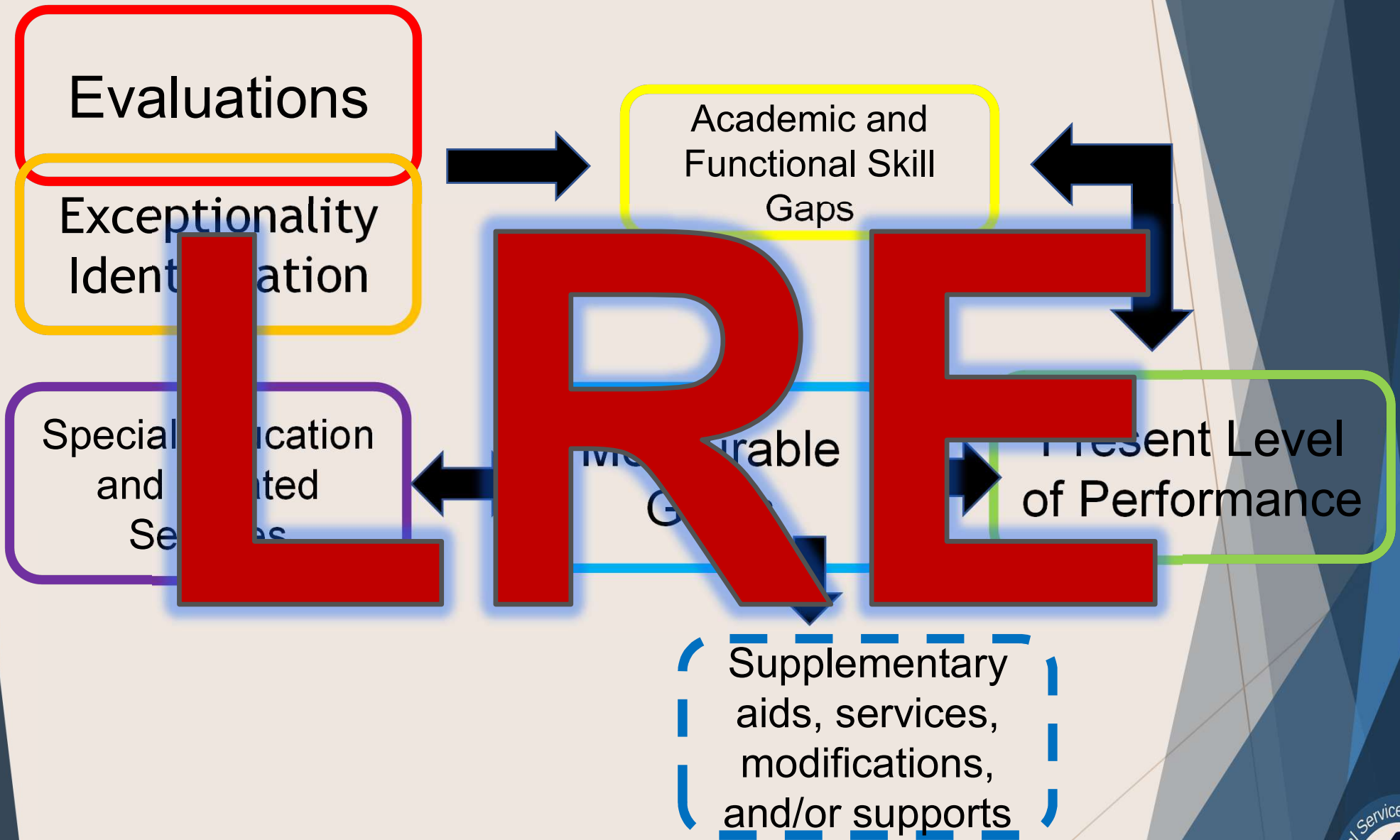
6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel	Location	Frequency	Duration Beginning/End Date	
Visual supports, including: Visual schedule Help card	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	Special education and General education	As needed	6/19/2022 – 6/18/2023  (Ctrl) ▾







Special Education Required Forms Procedural Manual

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For children ages 5-20

- Identify and explain the nature and severity of the child's disability, and the extent in which they will not be participating with non-disabled children in the regular education class and in extracurricular and other nonacademic activities.
- This statement does not need to include frequency of accommodations and services as they are already documented in previous sections.
- Reflect the specific percentage of time with non-disabled children. A range cannot be utilized.
- N/A is not acceptable. If child is with non-disabled peers 100% of the time, state that in this section.



Maine Unified Special Education Regulations

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MUSER X.2.B

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled, and special classes, separate schooling, or other **removal of students with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.** [20 USC 1412(a)(5) and 34 CFR 300.114]



Least Restrictive Environment

8. LEAST RESTRICTIVE ENVIRONMENT

FOR CHILDREN AGES 3-5 ONLY (CDS)

What percentage of time is this child with non-disabled children?

General Education Setting

Special Education Setting

More than or equal to
10 hours

Less than 10 hours

Total # of hours:

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

FOR K-12 ONLY

What percentage of
time is this child with
non-disabled children?
73%

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):

Sammy's Other Health Impairment due to ADHD is to such a degree that he requires individual and small group instruction in the special education environment.

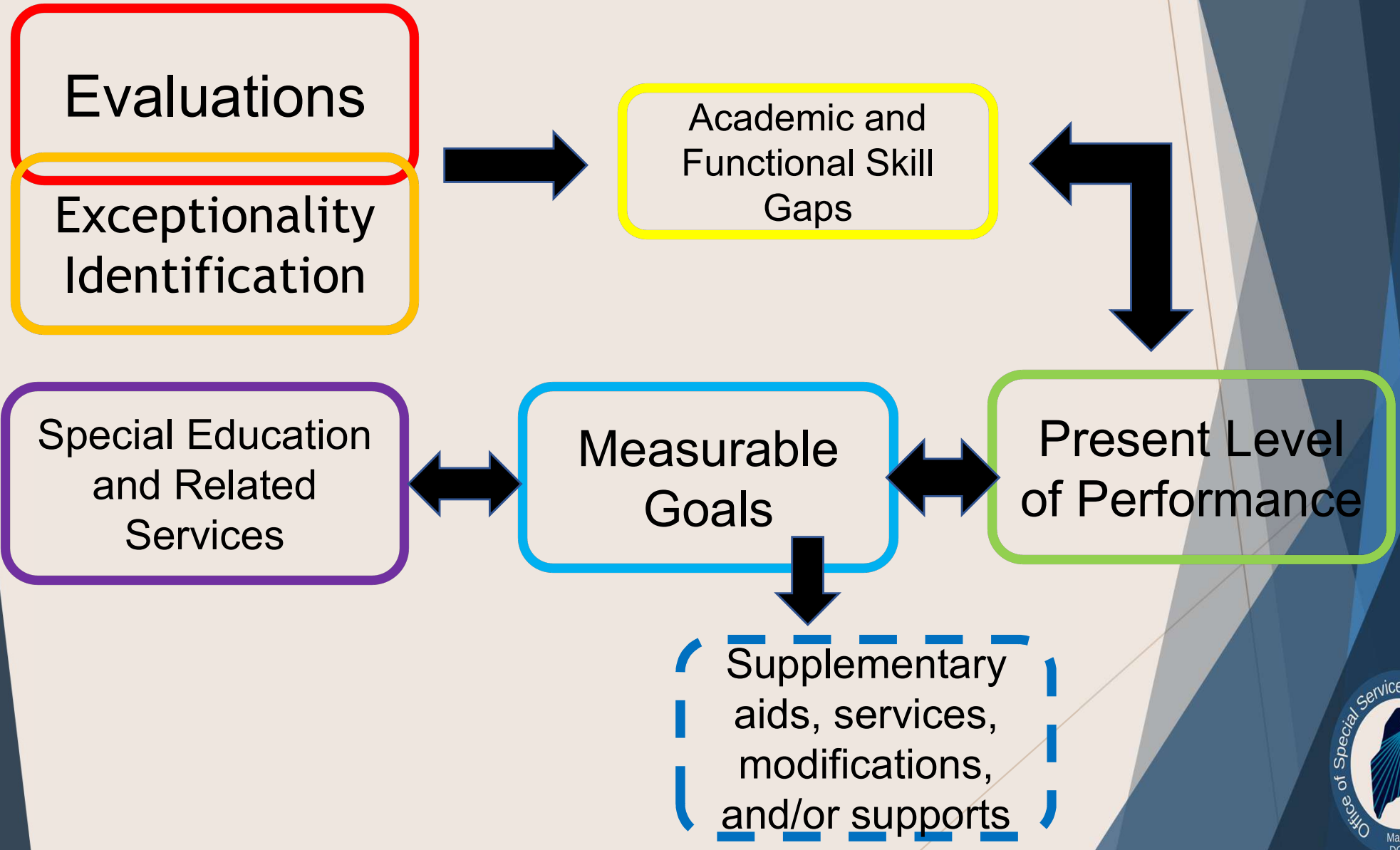
Chat Box Check In



Disability Alignment

DIB1





Evaluations

Exceptionality Identification

Exceptionality identification drives programming.

Programming addresses identified exceptionality.

Academic and Functional Skill Gaps

Special Education and Related Services

Measurable Goals

Present Level of Performance

Supplementary aids, services, modifications, and/or supports

MUSER VII.2.G

Intellectual Disability

Intellectual Disability

(1) Definition. Intellectual disability means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviors and manifested during the developmental period that adversely affect the child's educational performance. [34 CFR 300.8(c)(6)]

(2) Procedure for Determination

Programming should address both intellectual functioning and adaptive behavior.

(a) The IEP Team will determine if the child is qualified to make a determination under current DSM codes, as part of a multidisciplinary evaluation.

(b) The IEP Team will determine if the impairment adversely affects the child's educational performance.

MUSER VII.2.J(2)

Other Health Impairment Procedure for Determination

(d) *The I.E.P. Team shall review written reports of observations conducted across settings including observations within the educational environment, if the child is participating in an educational environment. These observations must include a comparison of the referred/identified student's behaviors to same-aged peers' behaviors from the same environment.*

(e) *When considering eligibility due to an attention deficit hyperactivity disorder, diagnostic impressions must be based on a multi-method assessment process in the child's environment.*

Programming should address behavior, attention, hyperactivity, impulsivity as appropriate per evaluation results.

interviews;

structured observations of the child's behavior in the educational setting;

- *Behavior rating scales measuring features of attention, hyperactivity and impulsivity across multiple settings including the educational setting; and*
- *Measures that rule out other disorders that may manifest with similar symptoms.*

MUSER VII.2.L

Specific Learning Disability

Specific Learning Disability

- (1) Definition. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental dyscalculia. Specific learning disabilities does not include learning disabilities that are primarily the result of intellectual disability, sensory impairments, of intellectual disability, visual impairments, hearing impairments, of intellectual disability, or environmental, cultural, or language. [34 CFR 300.8(c)(10)]

Programming should address academic gaps per evaluation results.

MUSER VII.2.H

Multiple Disabilities

(2) Procedure for Determination. All steps below are required.

*(a) A child under this category will have a diagnostic report which specifically articulates **the distinct documented disabilities**—the combination of which causes such severe educational needs that the child cannot be accommodated in special education programs or services designed for any one impairment. The disabilities must be such that the child's educational programming should address each identified disability individually.*

(b) If the information available to determine a primary disability and the conditions under (a) are met, the child should be categorized as a child with multiple disabilities.

QUIZ NIGHT

MUSER VII.2.H

Multiple Disabilities

What type of goals, services, and/or supports might we expect to see on this IEP?

2. DISABILITY

<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 checked="" type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input checked="" type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input checked="" type="checkbox"/> Multiple Disability

(check all applicable concomitant disabilities)

- Academic goals, services, and supports to address specific learning disability.
- Functional goals, services, and supports to address visual impairment.

MUSER VII.2.H

Multiple Disabilities

What type of goals, services, and/or supports might we expect to see on this IEP?

2. DISABILITY

<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 checked="" type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input checked="" type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input checked="" type="checkbox"/> Multiple Disability

(check all applicable concomitant disabilities)

- Functional goals, services, and supports to address OHI due to ADHD.
- Functional goals, services, and supports to address speech/language impairment.



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MUSER VII.2.H

Multiple Disabilities

Is speech/language a special education service or related service?

2. DISABILITY

- | | | |
|---|---|--|
| <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 checked="" type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Orthopedic Impairment | <input checked="" type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Traumatic Brain Injury | <input checked="" type="checkbox"/> Multiple Disability |
- (check all applicable concomitant disabilities)*

Speech/Language services are a direct special education service when:

1. The child is a child with a Speech/Language impairment (solely or as a part of a Multiple Disability)
2. The child is a child with Autism and Speech/Language services are the child's only service.



2023-24 Professional Development Schedule

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



2023-24 Professional Development Schedule (cont.)

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



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

Wednesday 10/25/23 - Discipline & Manifestation Determination

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

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

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

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



Professional Learning Feedback and Contact Hour Form.

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1
Did the training content meet your expectations? *

Yes
 No

2
Do you feel that your knowledge or skills have improved with this PD? *

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>



Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1
Did the training content meet your expectations? *

Yes
 No

Resources

Professional Development Calendar -

<https://www.maine.gov/doe/calendar>

Link for Recordings and Power Points -

<https://www.maine.gov/doe/learning/specialed/pl>

Special Education Resources -

<https://www.maine.gov/doe/learning/specialed/supervision>

Special Education Laws and Regulations -

<https://www.maine.gov/doe/learning/specialed/law>

Special Education Forms and Reporting -

<https://www.maine.gov/doe/learning/specialed/forms>

THANK YOU!

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