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This Training is being Recorded.

Please contact Julie Pelletier at
julie.pelletier@maine.gov for the recording.

Live Transcription is Available



Housekeeping

- Please take a moment and make sure your name is correctly displayed.
- Let other participants know who is here by dropping your name, position and district in the chat box.

HELLO

My name is



Office Hours: IEP sections 6-7-8

Maine DOE

**Office of Special Services and
Inclusive Education
IDEA Support Team**



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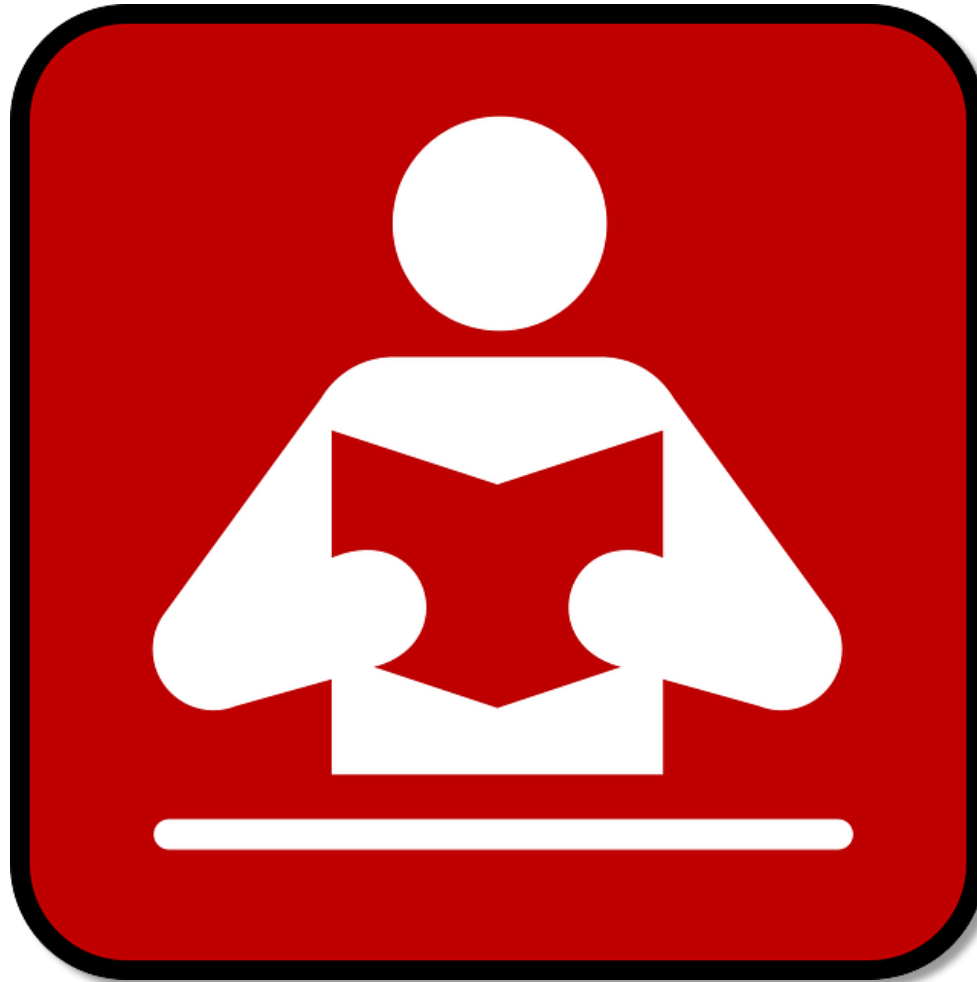
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Agenda

1. **Introductions**
2. **Helpful Links**
3. **IEP Section 6: Supplementary Aids, Services, modifications and/or Supports**
4. **IEP Section 7: Special Education and Related Services**
5. **Section 8: Least Restrictive Environment**



Procedural Manual





Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

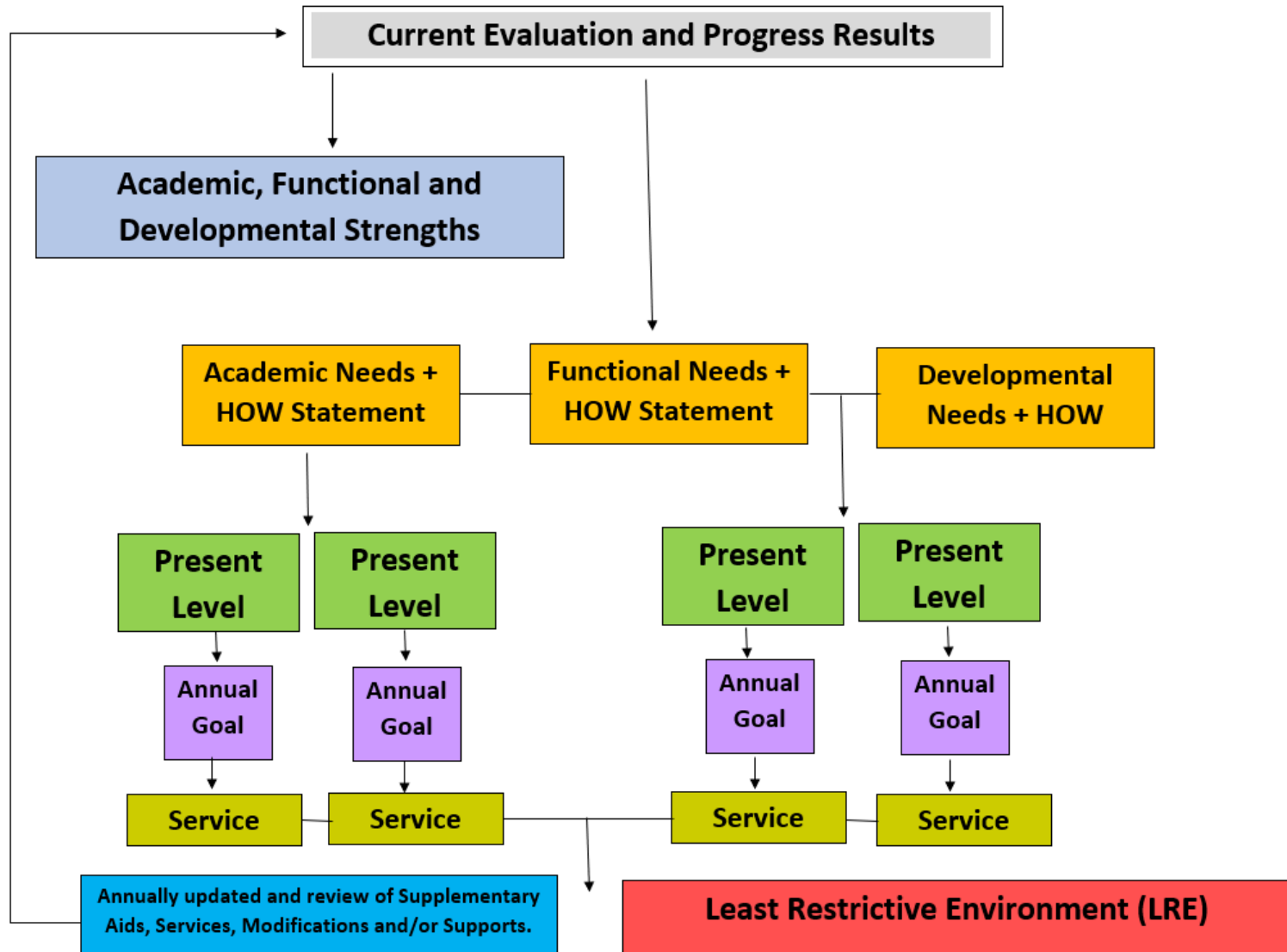
Maine Unified Special Education Regulation Birth to Age Twenty

Effective Date:

August 25, 2017

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

Individualized Education Plan IEP Alignment



Section 6: Supplementary Aids, Services, Modifications and/or Supports

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
<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"/> Other			

Ensure that all fields are considered and complete.

Section 6: Supplementary Aids, Services, Modifications and/or Supports

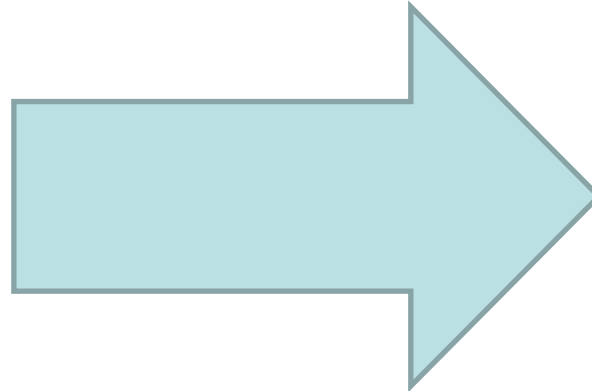
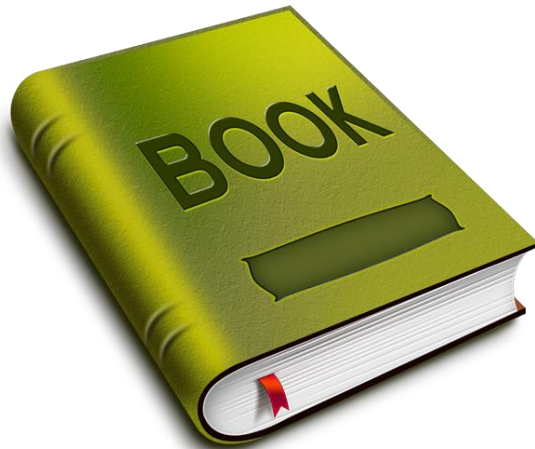
6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

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
Educational Technician/BHP support in Core Content	General and Special Education Setting	As needed	9/11/19-9/10/20
<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			

Educational Technicians, BHPs and Related Service assistants are always listed as accommodations.

Section 6: Supplementary Aids, Services, Modifications and Supports



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.




Section 6: Supplementary Aids, Services, Modifications and Supports

Accommodations:

- test taken orally
- large print textbooks
- additional time to take test
- locker with an adapted lock
- weekly home-school communication tool, such as a notebook or daily log book
- peer support for note taking
- lab sheets with highlighted instructions
- graph paper to assist in organizing and lining up math problems
- tape record lectures
- use of a computer for writing

<https://osepideasthatwork.org/sites/default/files/36%20-%20Accommodations%20and%20Modifications%20Fact%20Sheet.pdf>



Section 6: Supplementary Aids, Services, Modifications and Supports

Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences. Modifications include changes in the following:

- instructional level
- content/curriculum
- performance criteria
- assignment structure-paper/pencil work

Modifications mean changes in the regular education curriculum and/or assessment that lower the standards of the curriculum.



Section 6: Supplementary Aids, Services, Modifications and Supports

Modifications:

- outline in place of essay for major project
- Picture Communication Symbols (PCS) choices on tests
- alternative books or materials on the same theme or topic
- spelling support from a computerized spell check program
- word bank of choices for answers to test questions
- use of a calculator on a math test
- film or video supplements in place of text
- questions re-worded using simpler language
- projects substituted for written reports
- important words and phrases highlighted

<https://osepideasthatwork.org/sites/default/files/36%20-%20Accomodations%20and%20Modifications%20Fact%20Sheet.pdf>

Section 6: Supplementary Aids, Services, Modifications and Supports

“Other” could include collaboration and recommendations from related service providers that are **not** directly related to an annual IEP goal (For example, manipulation of the child’s environment or instructional materials).



If you are teaching supports that help a student to be successful, make sure those tools are added to Section 6 of the IEP.

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	
Sensory Tool Kit Help Card Break Card Squishy First/Then Board	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	Special Education and Regular Education	As needed	12/13/2020-12/12/2021
Visual Aids and Supplements Daily Check In Reduce number of problems to demonstrate proficiency	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	Special Education and Regular Education	As needed	12/13/2020-12/12/2021
<input type="checkbox"/> Other				

Documenting an ILAP

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
ILAP: Individual Language Acquisition Plan	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
Extra time, quality over quantity with product, frequent sensory breaks	<input checked="" type="checkbox"/> Classroom Instruction	Special Education	As needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
Read Aloud/Human Reader: for directions, questions/items, and response options, NWEA Reading	<input type="checkbox"/> Classroom Instruction	Special Education	During NWEA Reading window	9/18/21-9/17/22
	<input type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			

Section 6: Supplementary Aids, Services, Modifications and/or Supports

B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

Yes, the child meets qualifications outlined in the Participation Decision Flowchart.

- If yes, include an explanation:

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

Not applicable.

If the child requires the alternate assessment:

- Check “Yes”
- Provide an explanation
- Child’s academic goals require objectives
- This section is a MUST fill



Section: 6B

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

(MUSER IX.3.A.(1)(f)(ii)(I) & (II)).





Section: 6B

If the student is determined eligible for alternate assessment per the Participation Guideline document, all academic goals must have short-term objectives aligned to the Alternate Academic Achievement Standards (AA-AAAS).

<https://www.maine.gov/doe/learning/special/assessment>

MUSER IX.3.A(1)(a)(iii)



Section 6B

What are the requirements around Alternate Academic Achievement Standards?

- Aligned to the state academic content standards at grade level
- Provide access points to the general curriculum
- Highest possible standards / assume competence!
- Inclusion in the IEP (more on this later)
- Ensure students are on track for postsecondary education or competitive workforce opportunities



Section: 6B

Alternate academic achievement standards (AAAS) are derived from state grade level content standards, reduced in breadth and complexity for students with the most significant cognitive disabilities.

AAAS are not a replacement of grade level standards. Rather, these serve as smaller accessible steps to support these students in accessing grade level content.

Example:

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

Lily is currently able to participate in conversations (including but not limited to: eye contact with the speaker, use of text to speech device), and express her own thoughts in 5 out of 10 opportunities per week.

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

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

Progress:

By November 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 8 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

Objective(s) required? Yes No

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

By February 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 6 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

By May 10, 2023, given SDI in reading strategies, Lily will participate in conversations and express her own thoughts in 7 out of 10 opportunities per week as measured by teacher observation and data collection. CCSL.1.

Section 6: Supplementary Aids, Services, Modifications and Supports

What's wrong? Drop the errors in the chat box:

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
Extended time, frequent check ins, provide outline prior to introducing new material	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
Motor breaks, <u>self regulation tool box</u>	<input checked="" type="checkbox"/> Classroom Instruction		As needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
Provide opportunities for projects to show comprehension	<input type="checkbox"/> Classroom Instruction	Special Education		9/18/21-9/17/22
	<input type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
	<input type="checkbox"/> Other			

Section 6: Supplementary Aids, Services, Modifications and Supports

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
Extended time, frequent check ins, provide outline prior to introducing new material	<input checked="" type="checkbox"/> Classroom Instruction	Special Education and General Education	As Needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
Motor breaks, self regulation tool box	<input checked="" type="checkbox"/> Classroom Instruction	[Redacted]	As needed	9/18/21-9/17/22
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
Provide opportunities for projects to show comprehension	<input type="checkbox"/> Classroom Instruction	Special Education	[Redacted]	9/18/21-9/17/22
	<input type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
	<input type="checkbox"/> Other			

- Blank boxes,
- no details re: self regulation tool box,
- projects not allowed on assessments,
- outlines not allowed on assessments.

Chat Box Check In



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Section 7: Special Education and Related Services

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

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction				
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services				
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Behavioral Health Day Treatment				
Transportation				
Other				

Child's needs drive services and their frequencies not the school or program schedule.



Guidance on Required Documentation for Maine Care Reimbursable Services on the Individualized Education Plan

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

MaineCare and Maine Department of Education Joint Training Resources

- [IEP Documentation Training One Video - June 2, 2021](#), Passcode: %r^KpD51
- [Presentation Slides \(PDF\)](#)
- [IEP Guidance on IEP Documentation – May 2021 \(PDF\)](#)
- The [MaineCare In Education Presentation \(PowerPoint\)](#) explains how to access MaineCare services in schools.



Guidance regarding the placement of BCBA services on the IEP 12.06.2019


- This communication is provided to clarify the placement of BCBA services on the IEP.
- Board Certified Behavior Analyst (BCBA) services *or* consultation must be listed in the related services grid under "Other."
- These services must go on the related service grid and are not considered accommodations.

If you have further questions, please contact –
Erin.Frazier@maine.gov or 624-6713

<https://www.maine.gov/doe/learning/specialized/director>



Section 7: Special Education and Related Services






-Indicate the specialized instruction services the child requires. **For children ages 5-20**, each identified instructional area should be listed unless the child is accessing a self-contained program.

ex. Given SDI in ELA/Behavior Support
Given SDI in ELA and OT consultation.

Section 7: Special Education and Related Services

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: ELA/Behavior Support	Special education Teacher	Special education/general education	225 minutes weekly	10/15/21-10/14/22
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	Special education Teacher	Special Education	24 hours per week	7/1/22-8/20/22
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Occupational Therapy: Consult	Occupational Therapist	Special Education	30 min monthly	10/15/21-10/14/22
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other:				



Every Service
needs a
Goal

Every Goal
needs a
Service



Section 7: Special Education and Related Services

-Certified special educators or licensed related service providers are responsible for SDI.

-Indicate the position of the properly certified or licensed personnel 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

Section 7: Special Education and Related Services

Location:

- Special education setting
- General education setting





Section 7: Special Education and Related Services

- Frequency can be documented by: minutes, hours, weekly or daily.
- Regardless of the educational setting direct and related services should not exceed the regular school day or week.
- Service time is calculated based on actual delivery time of SDI in the general education class or study hall by the special educator.

Section 7: Special Education and Related Services

SDI Guided Study Hall

(Executive Functioning Goals – such as Time Management)

Day	Week 1	Week 2
Monday	25 min	15 min
Tuesday	25 min	25 min
Wednesday	20 min	20 min
Thursday	20 min	15 min
Friday	40 min	35 min
Total Time	130 min	110 min

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 Functioning	Special Education Teacher	Special Education Setting	120 minutes per week	8/19/2020 – 8/18/2021



Section 7: Special Education and Related Services

Specially Designed Instruction

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 Reading	Special Education Teacher	Special Education Setting	30 minutes per week	8/19/2020 – 8/18/2021
Specially Designed Instruction Reading	Special Education Teacher	Special Education/General Education Setting	20 minutes per week	8/19/2020 – 8/18/2021

Or

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 Reading	Special Education Teacher	Special Education/General Education Setting	50 minutes per week	8/19/2020 – 8/18/2021



Section 7: Special Education and Related Services

Transportation is always a related service. When the IEP team also determines that the transportation service has an instructional component (e.g. modifying the behavior that necessitates the provision of a transportation aide, or learning to utilize a safety harness), there must be an annual goal in the IEP corresponding to that instruction.

Section 7: Special Education and Related Services

What's wrong? Drop the errors in the chat box.

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: ELA/Behavior Support	Sally Smith	Special education/general education	225 minutes weekly	10/15/21-10/14/22
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	Special education Teacher	Special Education	24 hours per week	10/15/21-10/14/22
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Occupational Therapy: Consult	Occupational Therapist	Special Education		10/15/21-10/14/22
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other:				

Section 7: Special Education and Related Services

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: ELA/Behavior Support	Sally Smith	Special education/general education	225 minutes weekly	10/15/21-10/14/22
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year	Special education Teacher	Special Education	24 hours per week	10/15/21-10/14/22
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Occupational Therapy: Consult	Occupational Therapist	Special Education		10/15/21-10/14/22
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other:				

- Position responsible is a specific name
- ESY dates are the duration of the IEP
- OT consult frequency is blank

Chat Box Check In



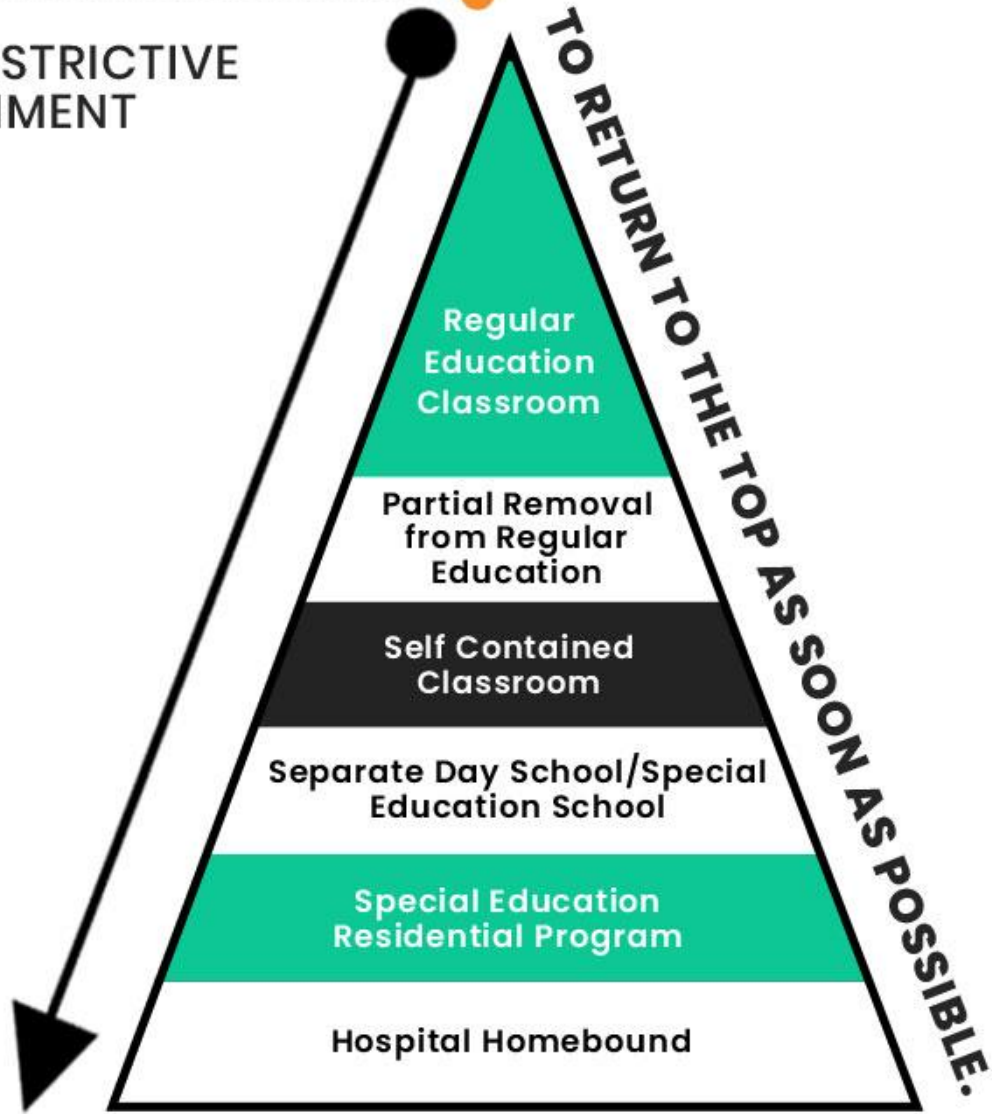
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Section 8: Least Restrictive Environment

“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.” MUSER [20 USC 1412(a)(5) and 34 CFR 300.114]

LEAST RESTRICTIVE ENVIRONMENT



MOST RESTRICTIVE ENVIRONMENT

Section 8: 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?			An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other non-academic activities (MUSER IX.3.A.(1)(e)):
General Education Setting		Special Education Setting	
More than or equal to 10 hours <input type="checkbox"/>	Less than 10 hours <input type="checkbox"/>	Total # of hours:	

FOR K-12 ONLY

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

Section 8: Least Restrictive Environment

- The percentage should reflect the amount of time the child is with non-disabled children
- Based on the physical environment, not instruction



Section 8: Least Restrictive Environment

Suzie's learning disability in reading and mathematics are to such a degree that she requires time in a more restrictive setting to receive specialized instruction to address her academic deficits.



Questions?



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2022-2023 Office Hours

<u>Date</u>	<u>Topic</u>	<u>Date</u>	<u>Topic</u>
9/14/22	IEP Quick Reference Sheet	2/8/23	Transition Plans and Extended Eligibility Options
9/28/22	Eligibility – Evaluations, Eligibility Forms, Multiple Disabilities	2/15/23	Multi-Lingual Learner Document
10/12/22	Alignment – Evaluations, Needs/How, Present Level, Goals, Services, LRE	3/8/23	Written Notice
10/26/22	Distinctly Measurable Persistent Academic and Functional Skills/How Statement	3/22/23	Federal Indicators – B4, B9, B10,
11/9/22	Measurable Goals (Avoiding Outcomes)	4/12/23	Summary of Performance Document
12/14/22	Supplementary Aids, Services, Modifications and Supports – Including Consultation and LRE	4/26/23	Abbreviated Day
12/22/21	Disability Alignment – DIB1	5/10/23	Orientation and Mobility
1/11/23	Transition from CDS to Public School	5/24/23	Data Collection
1/25/23	Alternate Assessment Process		

Resources

Professional Development Calendar –

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

Link for Recordings and Power Points –

<https://www.maine.gov/doe/learning/specialed/covid19/Administrators/Virtual%20Meeting%20Archives>

Special Education Resources –

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

Special Education Laws and Regulations –

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

Special Education Forms and Reporting –

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

**Please take a few minutes to
give us some Feedback.**



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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? *

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



Use the link to complete the form on your computer
OR
Use the QR code to complete the form on your mobile device



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

Colette Sullivan – Federal Programs Coordinator

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Julie Pelletier – Secretary Associate

julie.pelletier@maine.gov

**thank
you!**

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