



2023-2024 CDS Cohort Training

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

Updated 6/2023

2023-2024 CDS Cohort Training



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This presentation is being recorded.

If you want a copy of the recording,
please contact Julie Pelletier.

julie.pelletier@maine.gov



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New Team Member joining 7/5/2023



Welcome!

- You are part of the 2023-2024 cohort for audit and review, as part of the General Supervision System.
- This is outlined in the August 25, 2017, version of Maine's Unified Special Education Regulations (MUSER).



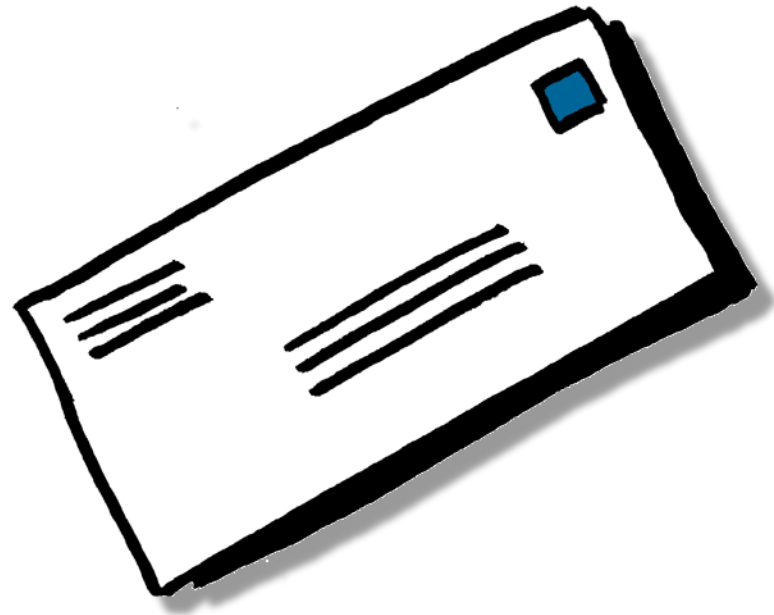
23-24 Cohort



- **Desk Audit Process**
- **Indicator B11 – Child Find**
- **Self-Assessment**
- **Due Dates for Desk Audit**
- **Due Dates for Onsite Visit**
- **What's Next?**

Audit Planning

- **OSEP Requirement (Memo 09-02)**
- **Based on August 25, 2017**
- **Maine Unified Special Education Regulations
– MUSER**



Documents

In August, your DOE Rep will email each Site Director

- Monitoring Timelines
- Electronic Monitoring Tool (EMT) in Excel format
- Accuracy Document
- B11 Tracking Tool
- B11 One Pager and Reason for Delay
- IEP Quick Reference Document
- Results Based Accountability Rubric



Monitoring Timelines

ITEM	DATE	✓
Letter of Notification and Instruction	Sent by mid-July, 2023	
Policies and Procedures: <ul style="list-style-type: none"> • Accuracy Document • IEP Fund Authorization Letters • Child Find • Restraint/Seclusion • Referral 	Due by December 1, 2023	
Forms: <ul style="list-style-type: none"> • 3 Speech/Language Eligibility Forms w/WN • 3 Adverse Effect Forms w/WN 	Due by December 1, 2023	
Child Find (B11): <ul style="list-style-type: none"> • 10 Initial Referrals including: <ul style="list-style-type: none"> - Parental Consent to Evaluate - WN or AWN documenting Procedural Safeguards at Point of First Contact - 1st page of each completed evaluation with date when received 	Due by December 1, 2023	
Self-Assessment: <ul style="list-style-type: none"> • Completed Self-Assessment 	Due by December 1, 2023	
Pre-Findings (if any): <ul style="list-style-type: none"> • Non-systemic compliance findings 	Sent Friday after On-Site Visit Due by 30 days from On-Site Visit	
Corrective Action Plan	Issued on June 30, 2024	
Corrective Action Plan	Due April 30, 2025	



23-24 Cohort

**As Outlined in Letter of Notification
and Instruction to be sent by
mid July –**

**Desk Audits are Due:
December 1, 2023**

**We can complete some, or all, of the
Desk Audit onsite.**



Desk Audit Required Indicator – B11

B11: This is a Federal Indicator. All states, including Maine, must report B11 data as part of their SPP/APR (State Performance Plan Annual Performance Report).

This indicator requires evidence that demonstrates compliance.

Child Find: Percent of children for whom evaluations were completed within 60 calendar days.



Desk Audit

Required Indicator – B11

Procedural Safeguards: INR1

- Documentation that Procedural Safeguards were offered to the Parent at **Point of First Contact**
- AWN, WN, enclosure with parental consent
- Date parental consent received back on the consent

Child Find (B11): INR3

- Evidence of acceptable reasons for delay



Desk Audit

Required Indicator – B11

B11: Submissions should include

- Eligibility Forms corresponding to 10 consents
 - 3 Adverse Effect
 - 3 Speech and Language
- **Please also send in corresponding Written Notices for all eligibility forms, to demonstrate evidence that the eligibility forms were discussed at the meeting.**
- Initial evaluations completed within **60 calendar days** of parental consent received by CDS site.
- B11 Tracking Tool



Desk Audit

Required Indicator – B11

B11: Submissions should include 10 **initial referrals**

- Evaluations to be completed documented on the signed Consent Form
- Date noted on the cover page of evaluation when each was received in the CDS site

- Initial evaluations completed within **60 calendar days** of parental consent received by CDS.
- B11 Tracking Tool



Desk Audit

Required Indicator – B11

If evaluations are not completed within 60 calendar days of parental consent, document on the B11 tracking tool:

- Reason for completion beyond 60 calendar day timeline based on one pager for guidance
- Document the number of days beyond 60 calendar day timeline

If evaluations are not completed at the time of Desk Audit submission, contact Maine DOE when the evaluations have been completed.

Eligibility Forms –

Remember

Speech/Language Eligibility Criteria –

- Make sure there are no Blank Boxes/Areas
- Document the criteria that documents adverse impact
- Verification must include data
- Document and Include all Severity Rating Scales
- Document conversation/completion of form in Written Notice

Form for Determination of Adverse Effect on Educational Performance –

- Make sure there are no Blank Boxes/Areas
- Document Reason for Use of Form
- N/A means Not Available
- Verification must include data
- Document conversation/completion of form in Written Notice

Reasons for Delay

B11: Timeline and Tracking Initial Evaluations

Activity	Timeline
<p><i>Child Find</i> SAUs must inform the public about available special education programs and services and how to access those programs and services</p>	<p><u>Annually</u>; Ongoing</p>
<p><i>Referral to IEP Team</i> When a child is suspected of having a disability, referral is made. Each SAU must have a written policy regarding referral to the IEP team.</p>	<p>Anytime</p>
<p><i>Parental Consent for Evaluation</i> When a referral is received by an SAU and additional evaluations are needed, the SAU must request parental consent to evaluate a child suspected of having a disability.</p>	<p><i>Within 15 school days</i> Counted from the date the SAU receives the referral</p>
<p><i>Evaluation</i> Identified evaluator(s) conduct initial evaluation(s), including a classroom observation.</p>	<p><i>Within 60 calendar days</i> Counted from the date the SAU receives the Parental Consent to Evaluate to the date the SAU receives the completed evaluation(s). The day consent is received is day 1.</p>



Desk Audit Accuracy Document

State of Maine
Department of Education

Accuracy Certification Form

Concerning Annual GSS School Monitoring Data

Name of School Administrative Unit:

I certify that to the best of my knowledge that the documents that have been submitted to the Maine Department of Education are an accurate reflection of the process and paperwork in this SAU.

Director of Special Education

Date

Print Name

Please **MAIL** to:

ATTN: Julie Pelletier
Maine Department of Education
Office of Special Services
23 State House Station
Augusta, ME 04333-0023

Or

Email to:

julie.pelletier@maine.gov

Desk Audit Teacher Certification

You will be contacted by a member of the DOE Team if there are any concerns in this area.



Desk Audit

Remember:



If you do not have all this information, please contact a member of the Monitoring Team.

Chat Box Check In





Self-Assessment

Self-Assessment should include a variety of the following:

- Disabilities (Include at least one Multiple Disability)
- Ages
- At least 1 file from each Case Manager
- Ethnicities

Self-Assessment



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Please Note:

**For the Self-Assessment,
we have made a change from the
Electronic Monitoring Tool (EMT)
to Forms.**

Self-Assessment

(SAU name here) Self Assessment EMT

Hi, Jennifer. When you submit this form, the owner will see your name and email address.

* Required

1. Student First Name *

2. Student Last Name *

3. Student Date of Birth *



Self-Assessment

5. Date of Annual IEP Meeting *

Please input date (M/d/yyyy)



6. If the student attends a school outside your district, please enter school here (SPPS, Regional Program, 60/40 School, etc.)

Enter your answer

7. Case Manager

Enter your answer

8. Disability Identification *

Autism

Speech or Language Impairment

Self-Assessment

9. 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)

Yes= The date, the name of the evaluations, and results are current. Current evaluations may go beyond 3 years prior with documentation in WN as agreed upon by SAU and parent. Evaluations support disability identification.

No= Evaluation information is missing, incomplete, does not support disability identification, or goes beyond 3 years with insufficient documentation in WN.

Yes

No

10. RAE1

Why is this non-compliant?

No behavior scales to support ADHD

Self-Assessment

11. 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)

Yes= Documents the child's observable academic, functional and/or developmental strengths (or relative strengths) aligned to evaluations in the areas of reading, writing, listening, speaking, mathematical problem solving, and /or cognitive, communicative, motor, adaptive, social/emotional, and sensory areas, or physical, cognitive, communicative, social, emotional, and/or adaptive areas.

No= The child's strengths (or relative strengths) are not included or are incomplete or reference standard scores.

Yes

No



Self-Assessment

Number of Files to Review on Self-Assessment – Based on Child Count

<u>Child Count</u>	<u>Number of Files</u>
1 – 49	15 (or 50% of child count)
50 – 199	20
200 – 400	30
More than 400	50

On-Site Visit



During On-Site Visit we will:

- Verify children's files
- Sit down with staff to review files
(encouraged but not required)
- Visit special education programming across
your region, if possible



Next Steps After the On-Site Visit

You will receive a follow up email with the following information:

1. Pre-Findings, if appropriate, due within 30 days
2. Copy of the Results Based Accountability / Tiered Support Rubric for reference
3. Copy of IEP Quick Reference Document



Corrective Action Plan (CAP)

- Will be issued on June 30, 2024, along with your SAU's placement on the Results Based Accountability / Tiered Support Rubric
- Due April 30, 2025

What's Next?



Please:

1. Clearly label all evidence submitted
2. Questions with Self-Assessment – reach out to your DOE staff





What's Next?



Submitting Documents

Email to:

monitoring.doe@maine.gov

Snail mail to:

Department of Education

Attn: Julie Pelletier

23 State House Station

Augusta, ME 04333-0023

What's Next?



In preparation for the Desk Audit
You can choose to register for one of the
following sessions –

How to Choose Appropriate IEPs
for your Self-Assessment

TBD

Julie Pelletier

julie.pelletier@maine.gov



B13 Training scheduled for:

October 11, 2023, at 1:00 pm

January 9, 2024, at 9:00 am

May 2, 2024, at 1:00

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

Please consider having a member of your team register and attend one of these scheduled Professional Development opportunities.

It will be recorded.

If you want a copy of the recording, please contact Julie Pelletier.

julie.pelletier@maine.gov



IEP Training scheduled for:

October 11, 2023, at 9:00 am

January 9, 2024, at 12:30 pm

May 2, 2024, at 9:00

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

Please consider having a member of your team register and attend one of these scheduled Professional Development opportunities.

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julie.pelletier@maine.gov

Other Considerations →

As you write IEPs and work to complete other paperwork, please remember the following:



Please consider the following when developing an IEP:

- Document Distinctly Measurable/Persistent Gaps in Bullet form
- Every Skill Gap in Section 4 aligns to a Goal in Section 5
- Include a How Statement in 4
- Present Level **MUST** have data
 - **Do not use words like, “sometimes...”, “seems to...”, “often...”, “struggles...”**
 - **Do not use ranges of measurement, like 65-70%**
 - **Do not use words like, “less than 85%...”**
- Present Level **CAN NOT** be blank
 - **If child has no needs, state “Child is on par with peers.” or similar**
- Avoid goals with multiple skills, outcomes or specific curriculum
- Every Goal = A Service
- Every Service = A Goal

These Resources can help:



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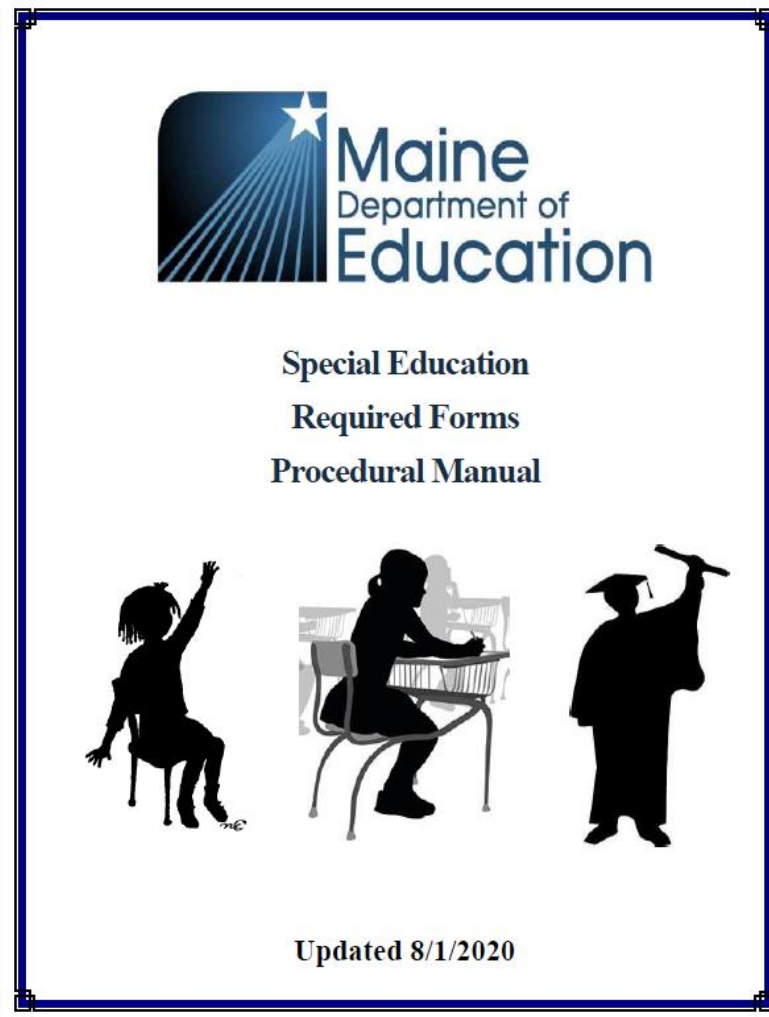
IEP Quick Reference Document

2022-2023 CDS – 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"> - Include evaluations that support the eligibility discussion - Include evaluation name - All evaluations must be dated
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"> - Based on observations - Include areas of strength and relative strengths - NOT a restatement of evaluations
APG2	Section 4C	Academic needs of the child. MUSER IX.3.C(1)(d)	<ul style="list-style-type: none"> - Academic - Distinctly Measurable and Persistent Skill Gaps - Best documented in a bulleted list - Make sure to include specific skill deficits <ul style="list-style-type: none"> - Fluency, Comprehension, etc. instead of Reading

Procedural Manual



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

Procedural Manual

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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>



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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

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New Team Member joining 7/5/2023

