



2023-2024 Cohort Training

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

Updated 6/2023



2023-2024 Cohort Training

This presentation is being recorded.

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

julie.pelletier@maine.gov



Colette Sullivan
Federal Programs Coordinator



Jennifer Gleason
Special Education Consultant



Karlie Thibodeau
Special Education Consultant

New Team Member
Special Education Consultant



Julie Pelletier
Secretary Associate

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Karlie Thibodeau – Special Education Consultant

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New Team Member joining 7/5/2023

Julie Pelletier – Secretary Associate

julie.pelletier@maine.gov



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**
- **Self-Assessment**
- **Due Dates for Desk Audit**
- **Due Dates for Onsite Visit**
- **Parent and Staff Survey**
- **What's Next?**

Documents

In August, each Director will receive an email from a contact person with the following:

- Copy of this PowerPoint
- Monitoring Timelines
- Link to Self-Assessment
- Accuracy Document
- B11 Tracking Tool
- B11 One Pager and Reason for Delay
- IEP Quick Reference Sheet
- Professional Development Schedule
- Results Based Accountability Rubric



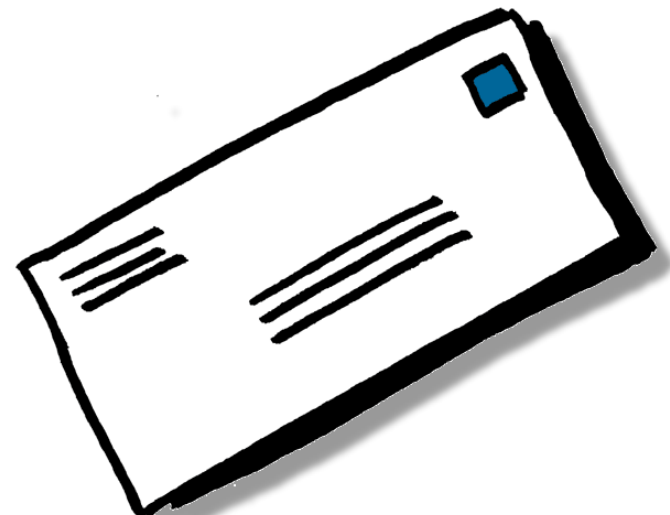
Monitoring Timelines

ITEM	DATE
Letter of Notification and Instruction	Sent 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"> • 1 Speech/Language Eligibility Forms w/WN • 3 Learning Disability Evaluation Forms w/WN • 3 Adverse Effect Forms w/WN • 3 Summary of Performance Forms 	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 - 1" page of each completed evaluation with date when received - 22-23 & 23-24 school calendars outlining school days and any snow days 	Due by December 1, 2023
Transition Plans (B13): <ul style="list-style-type: none"> • 2 screener submissions – (Section 9 <u>ONLY</u> of the IEP) 	Due by December 1, 2023
Final Transition Plans (B13): <ul style="list-style-type: none"> • # based on Child Count 	Final B13 plans reviewed during onsite visit.
Self-Assessment Pages	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
Summary of Findings: <ul style="list-style-type: none"> • Summary of % of compliance for desk audit and on-site visit 	Sent on June 30, 2024
Corrective Action Plan	Issued on June 30, 2024
Corrective Action Plan	Due April 30, 2025



Audit Planning

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





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 when we come 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 45 school 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
- Copy of 22-23 and 23-24 school calendar including snow days



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 SAU
- Initial evaluations completed within ***45 school days*** of parental consent received by SAU. When considering school days, remember the number of days a week that ALL students were in session.
- B11 Tracking Tool



Desk Audit

Required Indicator – B11

If evaluations are not completed within 45 school days of parental consent, document on the B11 tracking tool:

- Reason for completion beyond 45 school day timeline based on one pager for guidance
- Document the number of school days beyond 45 school day timeline

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

B11 Timeline Tracking Tool

B-11 Timelines Tracking Tool

Name of District: _____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Child's last name	Date consent for initial evaluation is received by SAU * this counts as day 1	Date all initial evaluations are due to SAU * this is the last day of the timeline – 45 school days	Date all initial evaluations are received by SAU * date stamp "received" on cover of each evaluation documented on parent consent	School days from date consent to evaluate was received by SAU to date all initial evaluations are received by SAU * count all student days	Number of school days beyond 45 school day timeline all evaluations on the consent were received by SAU	Reason evaluation completion exceeded 45 school days * include all reasons: "acceptable" and "unacceptable"	Upon initial referral, parents were provided Procedural Safeguards at Point of First contact, documented on the WN or as an enclosure on the AWN (mark <i>yes/no</i> and provide evidence via written notice)

Reasons for Delay

Acceptable/Unacceptable Reasons for Delay Related to SPP Indicator B-11

IDEA (34 CFR 300.301(d)) and MUSER (Section V.1.A.(b)) define acceptable reasons for delay to the initial evaluation timeline. When situations defined as “acceptable reasons for delay” occur, the initial evaluation timeframe shall not apply. The acceptable reasons are listed here for reference. While unacceptable reasons for delay are not specifically described in IDEA or MUSER, samples of those are also included here for reference.

ACCEPTABLE	UNACCEPTABLE
1) Repeated parent failure or refusal to make the child available for evaluation caused a delay in the completion of the evaluation within the timeline.	1) Lack of personnel resources to schedule and/or complete evaluation caused the delay.
2) The child enrolled in SAU after parental consent was received in another SAU but before evaluation could be completed, and parent and subsequent SAU documented an agreed-upon time when the evaluation would be completed.	2) Parent did not return phone calls.
3) Parent withdrew consent to evaluate.	3) Parent did not have transportation.
4) Excessive child absences from school.	4) External evaluator failed to meet evaluation timelines.
5) Documented inability to make contact with the parent to schedule the evaluation.	5) Child not available due to school activities.
6) Documented parent request for a delay.	6) Child under age of majority refused to participate.



Desk Audit

Eligibility Forms can come from initial or re-evaluations and must include:

- 3 Specific Learning Disability
- 3 Adverse Effect
- 1 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.**
- **Include a statement in the Written Notice that states, "IEP Team reviewed and completed the Adverse Effect Form..." or similar.**

Eligibility Forms –

Remember

Specific Learning Disability Eligibility Form –

- Make sure there are no Blank Boxes/Areas
- Verification must include data
- Include Strengths and Weaknesses
- Team Members must sign the document
- Document conversation/completion of form in Written Notice

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

Desk Audit

Required Indicator – B13

B13: This is an SPP indicator, requiring evidence that demonstrates compliance.

Secondary Transition with IEP Goals: Percent of youth, ages 16 and up (**NO seniors**), with IEPs, with measurable annual IEP goals and transition services.





Desk Audit Required Indicator – B13

Send in 2 submissions with your Desk Audit
Include Section 9 of the IEP ONLY

These will count as Screeners.

We will give you feedback on these screeners.

Please send screeners by December 1, 2023,
even if we are doing your Desk Audit on-site.



Why are we asking for screeners?

- We will give you feedback and encourage participation in B-13 training.
- We look at final B-13 submissions at the onsite.
- This gives districts several months to correct noncompliance during annual IEP meetings.



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And that means...

- Corrections prior to onsite = fewer CAP findings.
- This applies to the self-assessment as well



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Required Indicator – B13

- Final B13 Reviews are no longer based on Child Count
- While onsite, we will review 10 full Transition Plans
- If you do not have 10, we will work with you

While onsite we will review:

- AWN, WN and Full IEP for students
 - 16 years or older
 - Not graduating seniors (June 2024)



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B13: Transition Plans –

<u>Remember</u>	<u>Where</u>
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	AWN & IEP 9G
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9D
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services (<u>NOT</u> "Child will..." statements)	IEP 9F
Alignment Between Transition Goals and Annual Goals	IEP 5



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 Fund Authorization Letter(s)

Our guidance is to include an Individual letter for each person.

Please do **not** send one letter with multiple names on it.





Desk Audit

Summary of Performance

- Summarizes a child's academic achievement. Completion required under the IDEA. Important to assist children graduating from high school to higher education, training, and/or employment.

Remember Section I MUST include DATA

- Submit 3 Summary of Performance forms as evidence they were given to the child prior to exiting high school June 2023.



Desk Audit Policies and Procedures

Submit a Letter of Assurance to Maine DOE stating:

1. The district reviewed all Policies and Procedures including:
 - a. Referral
 - b. Child Find
 - c. Restraint and Seclusion
2. The SAU will review and make changes if necessary.
3. If you have recently broken from an SAU, AOS or district, document evidence of current policies/procedures.

Desk Audit Abbreviated Day



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If you have any students who are or have been on Abbreviated Day in the 2023-2024 school year, please have those files available and we will review them onsite.

Please review the module below for clarification around Abbreviated Day regulations.

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

Desk Audit – Abbreviated Day

<u>What</u>	<u>Where</u>
Basis of Abbreviated Day – Educational or Medical Only	WN
LRE Percentage is based on full school day	IEP 8
How the student will access curriculum and IEP services	IEP 6&7, WN
How the student will access assessments	IEP 6, WN
Revised IEP including: <ul style="list-style-type: none"> ➤ Re-entry plan – no longer than 45 calendar days ➤ Actions the SAU will take to assist the child to participate in full day 	IEP, WN
If more than 45 calendar days, IEP team must convene every 20 school days	AWN, WN
Documentation that 20-day meeting addresses the following: <ul style="list-style-type: none"> ➤ Review progress toward return ➤ Review progress in education setting ➤ Determine what setting will allow the student to progress 	AWN, WN
Revised IEP addresses reason for abbreviated day (i.e. FBA, behavior plan, counseling, gaps/goals/services/accommodations)	IEP, WN

Desk Audit – Abbreviated Day

<u>What</u>	<u>Where</u>
Basis of Abbreviated Day – Educational or Medical Only	WN
How the student will access curriculum and IEP services	IEP 6&7, WN
How the student will access assessments	IEP 6, WN
Team must meet every 90 calendar days to review progress and amend IEP as necessary	AWN, IEP, WN
IEP Team reconvenes when student is medically able to increase school day	AWN, WN

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.

Desk Audit

Parent Survey – B8

- Explanation of the process
 - Julie Pelletier will provide a link and QR code via email.
 - It is open for the full school year.
 - Analysis of data will be provided in August.
- If “n” size is met, district specific results will be provided



Desk Audit Staff Survey



- Explanation of the process
 - Julie Pelletier will provide a link and QR code via email.
 - Link is included in confirmation email sent to directors approximately a month before onsite visit.
 - Takes about 10 minutes to complete.
 - Analysis of data will be provided in August.
- If “n” size is met, district specific results will be provided

Chat Box Check In





Self-Assessment

Self-Assessment should include a variety of the following:

- Disabilities (Include at least one Multiple Disability)
- Ages (including transition plans)
- Case Managers
- Ethnicities
- Schools within the SAU
- At least one student in each Out of Unit placement
- Please do **NOT** send graduating seniors



Self-Assessment

Number of Files to Review on Self-Assessment
– Based on Child Count (10/1/22)

<u>Child Count</u>	<u>Number of Files</u>
0 – 49	15 (or 50% of child count)
50 – 199	20
200 – 499	30
More than 500	50



Self-Assessment

Also:

- Please review one student from each out of unit placement as part of your Self-Assessment.
- While onsite, we will review corresponding AWNs and WNs that document the process and the 30-day review, for any student who has been placed within the past two years.

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

On-Site Visit

During On-Site Visit we will:

- Verify children's files
- Sit down with staff to review files (encouraged but not required)
- Any staff who participate will receive Contact Hours***
- Visit programming within the SAU, if possible
- Review evidence of final B13 programming
- Review the process for students with Abbreviated Day
- Review the process for students in and OOU placement that were placed within the past 2 years.





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. Comparison of Previous Summary of Finding and Current Summary of Finding for reference
3. Copy of the Results Based Accountability / Tiered Support Rubric for reference
4. 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.

It will be recorded.

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

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:

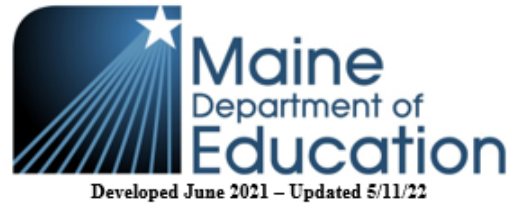
- Document Distinctly Measurable/Persistent Gaps in Bullet form
- Every Skill Gap in Section 4 aligns to a Goal in Section 5
- Include a How Statement in 4
- Present Level **MUST** have data
 - **Do not use words like, “sometimes...”, “seems to...”, “often...”, “struggles...”**
 - **Do not use ranges 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



Cohort – Tips and Tricks for Writing a Compliant IEP

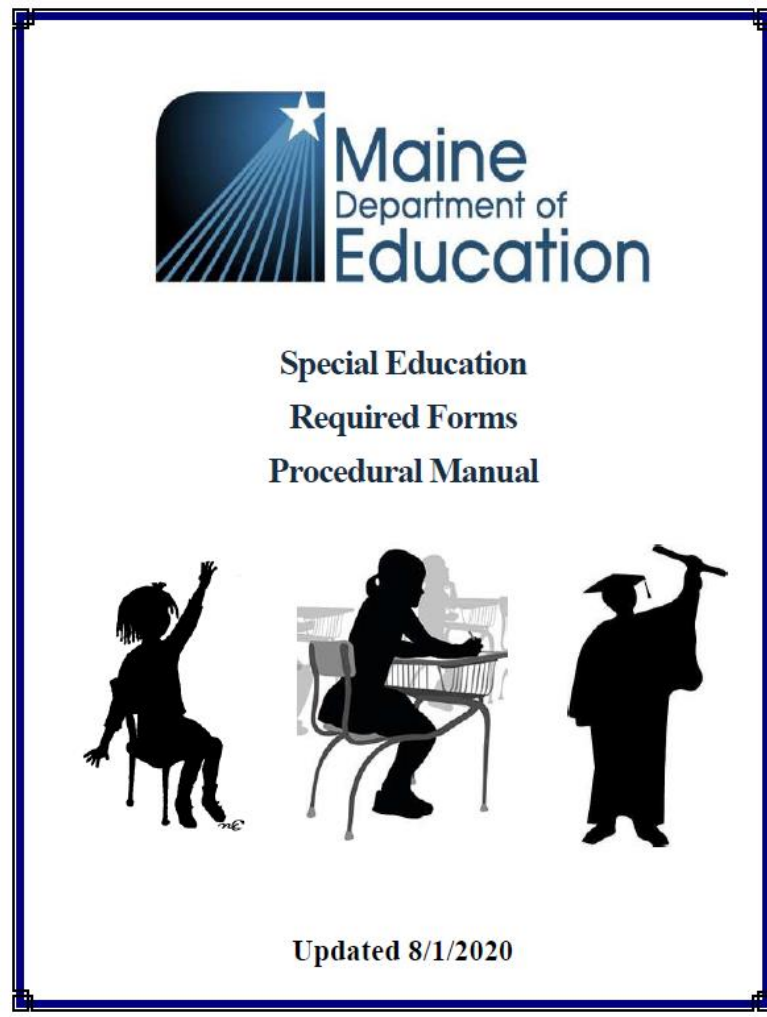
[For more information, click here for the Special Education Required Forms Procedural Manual](#)

Finding	Location	MUSER Citation	Criteria
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

IEP Quick Reference Document

APG4	Section 4C	A statement of how the child's distinctly measurable and persistent academic gaps (skill deficits) affect their involvement and progress in the general education curriculum is present in academic gaps section.	<ul style="list-style-type: none"> - Academic - How the deficit has an adverse impact on the child accessing the general education curriculum - This MUST be included with the Academic Needs statement
APG6	Section 4C to Section 5	Each identified distinctly measurable and persistent academic gap (skill deficit) listed in Section 4C of the IEP is aligned to a corresponding goal.	<ul style="list-style-type: none"> - Every Academic skill gap in Section 4C is aligned to a goal in Section 5.
FDP2	Section 4D	Functional/developmental needs of the child. MUSER IX.3.C(1)(d)	<ul style="list-style-type: none"> - Functional/Developmental - 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"> - Self-Initiation, etc. instead of Cognitive
FDP7	Section 4D	Functional/developmental "how" statement 34 CFR 300.320(a)(1)(i) MUSER IX.3.A(1)(a)(i)	<ul style="list-style-type: none"> - Functional - How the deficit has an adverse impact on the child accessing the general education curriculum. - This MUST be included with the Functional Needs statement.
FDG1	Section 4D to Section 5	Functional/developmental needs aligned to goals. 34 CFR 300.320 (a)(2)(A), MUSER IX (3)(b)(i)	<ul style="list-style-type: none"> - Every Functional/Developmental skill gap in Section 4D is aligned to a goal in Section 5.

Procedural Manual



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

Procedural Manual

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Abbreviated Day

Abbreviated school day means any day that a child eligible under this chapter attends school or receives educational services for less time than age/grade peers without disabilities within the same school and/or school program. (MUSER VI.2.L)

Abbreviated School Day does not apply to change in placement under Section XVII, Discipline of Children with Disabilities
(MUSER VI.2.L)

Please watch this short [recording on Abbreviated Day](#) documentation requirements before your on-site visit.





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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