

# Newsletter

Issue No. 2

Winter 2001

## President's Desk

by Laura Sereyko

The holiday season has come and gone and we're hoping everyone has had a wonderful holiday. The *New Year* of 2002 has arrived and with each new year comes new ideas, hopes and changes. 2002 is the year that IDEA will be Re-authorized and we can anticipate new things from this. I strongly encourage everyone to be involved and keep abreast of the proposals that will occur. MADSEC and MECASE will do our best to keep everyone updated as new information arrives.

Our attempt and hopes for 'full funding' did not occur. The latest news at this time received from 'Washington Watch' of the Special Educator is that a joint House-Senate education conference committee appears to have killed the last hope of boosting special education funding in FY 2002 much beyond the \$1 billion proposed by the White House. The issue now rests in the hands of a joint appropriation conference committee.

Two proposals, which were amendments to ESEA also, failed to pass. One proposal was through a committee reviewing reauthorization of the Elementary and Secondary Education Act which shot down a Democratic move to increase Special Education spending by \$2.5 billion annually and to make the spending mandatory until the government contribution reaches the 40% per pupil state-costs level which it promised when first initiated in the 1970's. A second proposal also killed a Republican move to increase special education discretionary spending by \$2 billion a year for 10 years.

There are now three special education funding proposals, all discretionary, before the

appropriations conference committee. The House proposal would increase spending by \$1.43 billion in 2002 and the Senate recommendation puts the figure at \$1 billion, which is parallel with a budget proposal from the Bush Administration. Sources have said the committee would probably settle for a compromise at \$1 billion – plus. The current Special Education spending is \$7.44 billion, of which \$6.33 billion is Part B grants.

Despite strong support from the disability lobby groups, ESEA conferees killed the mandatory funding proposal sponsored by Senator Tom Harkin, D-Iowa. While Senate conferees backed the proposal on a 16-9 vote, the House conferees 8-6 rejection killed it. In order to be included in the final conference report, both sets of conferees must accept a proposal.

Although the mandatory 'full funding' didn't pass as we had hoped, we will keep you updated on other funding and appropriation possibilities.

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MADSEC Publications Committee members: Marcy Gray (MSAD#17), Ann Nunery (MADSEC), Anna Perkins (Monmouth School Dept.), Kerry Priest (Brewer School Dept.), Naomi Shardlow (Winthrop School Dept.), Tracy Wilson (MADSEC).

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MADSEC invites readers to submit articles for consideration for publication in this newsletter. Contact Ann Nunery, Executive Director, if you are interested. In addition, if you have a need that can be met through this newsletter, please contact the MADSEC office.

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**Mission Statement**

The Maine Administrators of Services for Children with Disabilities (MADSEC) believes in, and advocates for, the right of all students to receive a free and appropriate public education. We provide support to our members, opportunities for professional growth to Maine educators, and leadership in shaping policies and practices which impact the quality of education for children with disabilities.

MADSEC CALENDAR

January

- 10 Regional Workshop (Portland)
- 11 Rep. Board Meeting
- 27-29 Annual Winter Conference (Rockport)

February

- 14 Rep. Board Meeting
- 26 Regional Workshop (Presque Isle) **\*\*new date\*\***

March

- 15 Rep. Board Meeting
- 20 Workshop with Dr. Michael Opuda (Augusta)  
*“Challenges and Emerging Issues In Serving Students with Emotional and Behavioral Disabilities” (page 15)*

April

- 4 Regional Workshop (Machias)
- 11 Rep. Board Meeting
- 29 Annual MADSEC Secretary Workshop (Augusta)

May

- 23 Rep. Board Meeting
- 23 Spring Workshop & Annual Awards Banquet

June

- 23-27 Directors’ Academy (Bar Harbor)

We’re sorry to report that we have lost one of our own. Barbarann Foster passed away Friday, December 14, 2001 of a sudden heart attack at the age of 62. She had no sickness nor any warning. She was a first year special education administrator for the Bucksport School Department. Prior to this year, she was an assistant special education administrator for the Educational Coop./Union #92 in Ellsworth.

Services were held on Wednesday, December 19 at the United Baptist Church, Pine Street, Ellsworth.

In lieu of flowers, the family suggests that contributions in Barbarann’s memory be made to her granddaughter for special needs, Aliza Dwyer Memorial Fund at Union Trust Company, in Ellsworth. They should be mailed c/o Bette Pierson, Box 479, Ellsworth, ME 04605.

## MADSEC Committes and Liaisons for 2001-2002

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Check out the MADSEC web site for interesting stuff such as: the electronic version of this newsletter, the MADSEC Autism Task Force Report, contact information for Maine Special Education Administrators, photos of events such as the Annual MADSEC Awards Banquet, MADSEC workshops and Directors' Academy, and a whole lot more! [www.madsec.org](http://www.madsec.org)

## I Am Always Right

By Kerry E. Priest

It was one of those hectic, hurried pain-in-the-butt calls that always come when you are halfway out the door. A new student living in a foster home, not special education, requesting tutoring because she “wasn’t ready” to go to school. I was less than encouraging to her. Why can’t she enroll and begin classes? She was still depressed and anxious after her move and she needed some time to adjust. “I’ll give you two weeks,” I offered.

Two weeks came and went. The tutor stopped by with his time sheets. “She isn’t ready,” he kept saying. I told him “one more week and that’s it! You can’t put off these transitions,” I said. “I have seen dozens of these cases. The sooner she gets back to school, the easier it will be.” I ought to know, after 20 years of this. I am right about this one!

The call from the student came on a Friday afternoon. “I want to send you one of my poems,” she said. “Fine,” I answered, “but don’t think you are going to change my mind. I am always right about these situations.”

The tutor dropped off the poem with his time sheets. I read it; re-read it and read it once more.

I called the student that afternoon. “Tell me about what happened,” I said in a very quiet voice. She did, I said, “Don’t worry about anything. You can take as long with this as you have to. The important thing is for you to continue to get better.”

I got my coat and my weekend work folders ready. I looked at the poem lying on my desk and I smiled. I am always right, I thought.

I later asked the student for permission to use her poem because of the powerful message of survival. She was flattered and quickly agreed.

By the way, she is back in school full time now and doing very well.

## Discovering Myself

*Staring blankly at the small tack hole in my wall  
I ask myself, “Why bother at all?”  
My life is hell  
So many secrets to tell  
I feel as though I can’t do anything well  
My body is protected by the scars on my skin  
‘Cause it’s the last time I let that mother \*\*\*\*\* win  
He tore me apart, sliced my purity  
Now I’m alone, and have no security  
The horror, it continued for 16 long years  
I’m afraid at night, enveloped by fears  
In the mirror I see the reflection of a whore  
Each incident distorts my perception even more  
My eyes remain sunken and dry  
Because I’ve lost the simple ability to cry  
I pray to the high power that lives in the sky  
And beg her to grant my wish and let me die  
I struggle so much just to like me  
I must have something good inside that I just can’t see  
All I can feel right now is emptiness inside  
I feel like the vigor within me has died  
I yearn to free myself from this deep, depressive hole  
And fulfill my dreams and enrich my soul  
I need to break free and value my existence  
Rather than resorting to all this anger and resistance  
I know that somehow, someday, in some sort of way,  
I’ll be able to look at myself and say,  
“You’re worth it, and you deserve to love you for who you are.  
Just look at what you’ve been through, hey, you’ve made it this far.  
And if you can make it this far, you can make it forever.  
Don’t sell yourself short,  
And never say never.”*

## Authentic Career Planning Activities Lead to Promising Futures

Five western Maine secondary schools are pooling their creativity and resources to assist secondary students in becoming active partners in planning for the future. Participating schools are Jay High School, Livermore Falls High School (SAD 36), Dirigo High School (SAD 21), Buckfield Jr/Sr High School (SAD 39) and Mt. Blue High School (SAD 9). The goal of the Teamwork minigrant project is for students to become knowledgeable about the world of work, career options, and personal skills for gaining and keeping a job.

About fifteen students from the participating districts engage in career planning by participating in at least three of six possible activities:

1. Business Tours
2. School to Work Resource Fair
3. Job Club Organized Field Trips
4. Maine Support Network's Winter Retreat
5. Student Centered Planning Training
6. Maine Transition Network and Andrews Council on Transition Activities

Applied learning experiences will, in the long run, empower students to be life-long learners and active community participants. The activities align nicely with the following challenges for the future that appear in Maine's Promising Futures document (p. 63 - 64):

To provide learning experiences to students that authentically engage them in learning that has value for them. To develop means through which students and their parents can make important decisions about future goals and current educational activities.

According to Jennifer Stevens, the project activities are very student and family driven. Not only do students and families suggest activities, they also help to carry out the activities

and workshops. The project will culminate in a Resource Fair of about 100 people in which student Career Portfolios will be showcased.

On April 11, 38 middle and high school students, 4 parents, 9 special education teachers, 2 education technicians, 10 agency representatives, 2 employers and 1 college representative attended a Student Centered Planning Training at Central Maine Technical College in Auburn. A student participant summed up the value of the training: "The day was really fun and educational! It taught me how to get ready for the real world."

When asked the question: "What difference did the training make to you?" Some of the responses were the following:

*"It started me to think about planning for my future. This made me think more about what college I want to go to and it was good to attend the employment workshop so I know how to do an application and interview."* (Student)

*"Student presentations were great!"* (Participant)

*"Very good time spent with students and staff."* (Teacher)

*"This was a very good workshop! Glad to be a part of it!"* (Participant)

*"The importance of attending this training is invaluable! This allows the students and teachers to network peer-to-peer and open so many more doors for students and families. Receiving a Teamwork for Kids grant really allows us to implement the tools we learned about at the training."* (Teacher)

*Written and edited by Joanne Putnam,  
Teamwork Times Managing Editor*

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MADSEC wants to encourage you to consider submitting an article for publication in this Newsletter. One of our goals, in addition to providing current information, is to provide a resource. If you are taking a class, and perhaps writing a paper for it, please think about how valuable your data or insights might be to fellow educators and administrators.

Each article submitted is reviewed by the publications committee and recommend for publication, if appropriate.

Please contact Ann Nunery, Executive Director, if you have something to share in this newsletter.

## On the Lighter Side...

## Livers and Transmissions

By Kerry E. Priest

Have you heard these radio ads for a new weight loss system? They guarantee...GUARANTEE you will lose 30 pounds in 30 days! WOW! And NO diets, pills or exercise...That would leave....what....disease and amputation?

I hear this ad often on the sports radio station that I frequently listen to in my truck. They also frequently advertise hair-restoring products. One of my brothers gave me a bottle of Rite Aid Hair Restoration Treatment for my 50<sup>th</sup> birthday. He said that my slowly receding hairline would soon resemble "one of them big clear cuts down off Route 9." I actually tried the stuff; you squirt some on your palms and massage gently into your scalp. It worked all right; in 30 days I had the hairiest palms in our region.

Is it just me, or are those radio and television advertisements for MRIs at your regional hospitals just too much? I mean, is there a target consumer group out there riding around in their cars who would hear this ad on the radio and say, "You know, I think I'll just drop by St. Joseph's this afternoon and have that closed head injury checked out." Is this advertising realistic and a good use of our healthcare dollars?

I suppose the next step will involve other medical procedures that we may be putting off. "Introducing, a new splenectomy clinic at Maine Medical Center that guarantees to have you sewed up and out in 1 hour, or your next organ removal is free!" And given the incredible skyrocketing costs, some people would probably take them up on it. I can envision myself bleeding in a recovery room, my wife happily announcing "72 minutes, Honey! That means you can get that kidney biopsy that you have been dreaming about!"

It seems that the medical profession and the auto repair industries are switching their modes of operation. I had one of my family vehicles in recently for repair. The surgeon, er...I mean mechanic, was not optimistic. "This old fella is about on its last legs, Bud. I can keep it alive for a month or two, but why let him suffer? Let's just let go and move on. Here's an organ donor card...er...I mean, a parts reuse form. It could keep another car alive...okay?"

I know nothing about cars, which makes me a perfect consumer. They love to see me coming. And, given the

age of my vehicles (1986, 1988, 1989, and 1998), I often have trouble finding parts from regular suppliers and this requires me to visit junk yards. If you have never had this experience, I invite you to join me next time.

I invariably lack a key piece of information about the part that I am looking for. "Is this a carburetor for a Dodge 600 with at 352 or a 440?"

"It's dark brown," I answer.

One time, my frustration and, yes, my pride got in the way and I made a complete spectacle of myself. I was at a used auto parts emporium in our general area looking for a rebuilt generator for an old Ford Escort. The counter person was taking great delight in my obvious automotive illiteracy.

"Was the car a four cylinder or a straight six?" I didn't know.

"Was it a standard rotor or electronic ignition?" Beats me!

The counterman cocked his head sideways, catching the eyes of the others there. "Don't know much about cars, do ya?" he said with a chuckle.

For the first time in my life, I understood the frustration and anger often described by students with learning disabilities. And I snapped, leaning across the counter and reeling off the following tirade:

"No, I don't know much about cars. I wasted my early life in college earning a Masters Degree and becoming a school administrator. Thank God there are people in the world like you who, for \$8 an hour, will keep my pathetic car on the road!"

Everyone in the place was laughing except for the counter guy, who looked really confused. I took my defective generator and left.

I guess the moral of this story is that whether it's your liver or your transmission, you need to take as good care of it as you can. You never know where the rebuilt replacement came from.

## Maine School Leadership Network Continues Expansion

The Maine School Leadership Network is recruiting teachers and school-level administrators throughout the state for the third cycle of its school-based leadership development program.

The Network directly addresses Maine's need for strong leadership among educators at the administrative and classroom levels to move schools toward successful implementation of Maine's Learning Results. The two-year leadership development experience is based on the successful Maine Academy of School Leaders model of the early 1990s.

Currently there are 50 educators applying the highly individualized model of knowledge and skill development to current challenges and improvement initiatives in their schools. Cohorts are either in their first or second year of existence in three different regions of the state: Eastern Maine, Southern/Central Maine and the Mid-coast.

School board members, superintendents and school principals have been very supportive of these efforts and readily identify the benefits their districts are reaping from participation in the Network. The effectiveness of the Leadership Network has been corroborated and documented in the recent issuance of an Interim Evaluation conducted through the Center for Educational Policy Analysis, Research and Evaluation at the University of Southern Maine.

The program begins with a week-long summer institute, after which participants meet monthly in regional groups for further skill building, instruction and dialogue augmented with reading and writing assignments. Regional meetings and smaller interim team meetings include a peer-to-peer support structure that creates a true network among the participants.

Experienced educational leaders Sally Mackenzie, George Marnik and Linda Bowe deliver network programming and one-on-one coaching. Professor Gordon Donaldson, University of Maine College of Education and Human Development, chairs the Network faculty that is comprised of University faculty and practicing K-12 administrators. At the

## MADSEC Representative Board

<b><u>Region</u></b>	<b><u>Representative</u></b>
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Bridges	Sharon Rice – Auburn School Dept. Alt./Maribeth Barney – Lewiston School Dept.
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MSSA	Shannon Welsh – Union #30 – Lisbon Falls

end of the two years, participating educators will have earned fifteen graduate credits toward a Masters degree or CAS in Educational Leadership.

The third cycle of programming is contingent upon funding and, if funding is acquired, will be sponsored by the Maine Leadership Consortium and the University of Maine System. The Leadership Consortium would replace the Maine Development Foundation as the coordinator of the project. The Network is supported financially by participating school districts, participants, local and statewide businesses and the College of Education and Human Development at the University of Maine.

For additional information about the Maine School Leadership Network contact George Marnik at [george.marnik@umit.maine.edu](mailto:george.marnik@umit.maine.edu) or 581-2738.

*-submitted by: George F. Marnik, Ed.D.  
Facilitator, Maine School Leadership Network  
Assistant Professor, Educational Leadership, University of Maine*

## Spring Offerings at UMF

The following are offerings for individuals who are working towards their certification in special education.

### Regular undergraduate spring offerings at UMF:

#### **SED 201**

#### **Curriculum and Instructional Programming for Exceptional Children.**

Mondays at 3:30. Meets the state requirement for program planning or curricular adaptation.

#### **SED 207, Pre-Vocational Instruction for Learners with Disabilities.**

Tuesdays at 3:30. Meets the state requirement for vocational skill and transitional planning from early intervention programs through grade eight.

Contact the Registrar at UMF at 778-7240 to register for these two courses.

### Special offering in Augusta for BS degree teachers seeking certification:

#### **SED 306**

#### **Assessment in Special Education.**

Six Tuesdays, 4-8:00 p.m., Cony High School.

Meets the state requirement for Assessment of Students with Disabilities. At the moment, there are four spaces open in this course. Interested students should contact UMF ACCESS at 778-7190.

### Summer institute offerings for BS degree teachers seeking certification:

#### **SED 308**

#### **Psychoeducational Teaching of Students with Disabilities.**

Meets the state requirement for behavior strategies and social skill development.

#### **SED 315**

#### **Language Development of Students with Disabilities.**

Meets the state requirement for typical and atypical language development.

#### **SED 404**

#### **Helping Relationships: At Risk Students, Their Families, and Community Resources.**

Meets the state requirement for consultation or communication with teachers, students, and parents of students with disabilities.

Contact UMF ACCESS at 778-7190 for exact times and dates of these summer offerings as well as registration information. These courses typically meet two full days a week over a three week period. Teachers may take two courses concurrently.

## An Update on Maine's Alternate Assessment

Implementation of Maine's Personalized Alternate Assessment Portfolio (PAAP) is underway throughout the State. During October, the first of four workshop sessions on the PAAP was presented at five different sites (Presque Isle, Orono, Ellsworth, Lewiston, Portland). There were approximately 530 participants. Those attending were given the tools needed to identify students from their districts needing to take the MEA through the PAAP, as well as the information they need to begin to plan and develop portfolios for their students.

To ensure that all school systems were aware of the PAAP trainings and had the opportunity to participate, superintendents of districts who had not registered any staff by the end of October, were contacted. Since October, approximately 200 additional registrations have been received. On December 11, an ATM session was made available to all new registrants so they could get the same information provided to participants in the first round. The three other sessions (to be held in the same five sites) will be held during January, April, and May.

These are three areas of focus related to Alternate Assessment at the Maine Department of Education this year. In addition to professional development, the Department is committed to the development of the policies and procedures and the scoring and reporting systems of the Alternate Assessment Component of the Comprehensive Assessment System.

The Policies and Procedures for Accommodations and Alternate Assessment document accompanying this year's MEA was expanded and included detailed information on alternate assessment. Mona Baker, from the Department of Education, has met with the state's Policy Advisory Committee, to continue the conversations about all students participating in the state assessment and to raise policy questions related to the PAAP.

In November the MDOE assessment leadership team met with a potential contractor to discuss how the contractor could support the development of a scoring and reporting system for the PAAP. This system would provide for MEA data, including PAAP results, to be aggregated and disaggregated for all students. It is anticipated that the contract will be finalized in February 2002 with models for scoring and reporting developed during the spring of the year.

I am currently working full time on the professional development aspects of this work. If you have any questions about the content or the direction of trainings in Maine, please feel free to contact me at: [linda.parkin@state.me.us](mailto:linda.parkin@state.me.us)

*-submitted by Linda Parkin, Consultant, DOE*

**The following pages contain some useful information related to alternate assessment provided by DOE.**

University of Maine  
Special Education & Special Education Administration  
<sup>1</sup>Tentative Summer 2002 Schedule

**SED 402****Adapting Instruction For Students With Disabilities**

5/20-6/7: M-TH 9-12:30

Instructor: Jim Artesani

(meets 282 certification requirement, intro. to or survey of students with exceptionalities & "teaching exceptional student in regular classroom" requirement for other certificates)

**SED 532****Behavior Management & Intervention**

6/4 – 6/20; 7/9 – 7/18: T &amp; TH, 4:00 – 8:00

Instructor: Jim Artesani

(meets 282 certification requirement, behavioral strategies & social skills development)

**SED 605****Seminar In Special Education**

6/10 – 7/10: M &amp; W, 4:00-8:00 (no class 7/4)

Instructor: Bill Davis

(meets 030 certification requirement, educational philosophy & theory)

**EDU 590****Math Methods In Special Education**

6/18: T, 4:00-8:30

6/25 – 7/18: T &amp; TH, 4:00-8:30

Instructor: Diane Jackson

(meets 282 certification requirement, math methods *or* instructional methods for teaching academic skills to students with disabilities)

**EDU 590****Intervention For Reading Difficulties**

6/25 – 7/11: T W &amp; TH, 9:00-1:30 (no class 7/4)

Instructor: Janet Spector

(meets 282 certification requirement, reading/language arts methods *or* instructional methods for teaching academic skills to students with disabilities)

**SED 402****Adapting Instruction For Students With Disabilities**

6/24 – 7/24: M &amp; W, 4:00-8:00 (no class 7/4)

Instructor: OJ Logue

(meets 282 certification requirement, intro. to or survey of students with exceptionalities & "teaching exceptional student in regular classroom" requirement for other certificates)

**SED 572****Educational Needs Of Students With Physical/Medical Disabilities**

6/25 – 6/27: T – TH, 9:00-3:00;

7/1 – 7/2 &amp; 7/8 – 7/9: M &amp; T, 9:00 – 3:00

Instructor: Maria Timberlake

(meets 286 certification requirement, medical and physical aspects of children & youth)

**EDU 590****Working With Students With Autism**

7/8 – 7/12: M – F, 9:00 – 1:00;

7/15 – 7/18: M – TH, 9:00 – 1:00

Instructor: Jim Artesani

**SED 555****Transition Services For Students With Disabilities**

7/29 – 8/15: M – TH, 9:00-12:30

Instructor: Mark Fairman

(meets 282 & 286 certification requirement, vocational skill & transitional planning)

**SED 520****Special Education Law & Policy**

July (dates &amp; times TBA)

Instructor: Michael Opuda

(meets 282 and 030 certification requirement, special education law, regulations & policies)

**EDU 580****Program Planning & Curriculum Adaptation For Students With Disabilities**

Week-long institute with fall follow-up sessions

(dates, times &amp; instructor TBA)

(meets 282 program planning or curriculum adaptation & 030 curriculum development certification requirements)

**EAD 550****Theories of Administration I**

6/24 – 7/12: M-F, 9:15 – 12:00

(meets 030 certification requirement, organizational theory & planning)

**EAD 510****Educational Supervision**

7/1 – 7/19: M – F, 9:00 – 12:00

(meets 030 certification requirement, supervision and evaluation of personnel)

**EAD 531****School Law For Administrators**

7/1 – 7/19: M – F, 9:15 – 12:00

(meets 030 certification requirement, US and Maine civil rights laws & education laws)

<sup>1</sup> Please check on-line UM course schedule (<http://www.records.ume.maine.edu>) or contact Becky Libby (phone: 581-2444; e-mail: [becky.libby@umit.maine.edu](mailto:becky.libby@umit.maine.edu)) later this spring to confirm dates & times.

For questions regarding M.Ed. or C.A.S. programs in special education or special education administration, please e-mail Janet Spector ([janet.spector@umit.maine.edu](mailto:janet.spector@umit.maine.edu)) or Jim Artesani ([james.artesani@umit.maine.edu](mailto:james.artesani@umit.maine.edu)).

## Pine Tree Camp Accepting Requests for Applications for the 2002 Season

Do you know a child with a physical and/or developmental disability who could benefit from a traditional summer camp experience? Pine Tree Camp, a place that has been welcoming children and adults with disabilities since 1945, will soon be accepting applications for its 2002 summer season.

Located on 250 acres of woods, fields and waterfront in Maine's Belgrade Lakes region, Pine Tree Camp offers activities similar to traditional summer camps. Our campers enjoy such activities as kayaking, fishing, dramatics, arts and crafts, team sports and overnight camping. Our goal is to involve every camper in activities geared to his or her abilities. Besides being lots of fun, most activities help campers develop new skills and confidence.

Pine Tree's staff is trained to meet the special needs of the campers, many of whom need help with all activities of daily living. Our medical staff includes registered nurses who provide 24-hour, on-site coverage and two area hospitals are available within minutes.

While Pine Tree is able to accommodate almost any camper's needs, it is not able to provide continuous nursing-home type care and it cannot provide awake overnight staff. If a camper's need exceeds what the camp is able to offer, we ask that applicants explore the possibility of bringing a family member or personal care attendant to camp with them. Two cabins at Pine Tree are designated for campers who need this kind of intensive medical of care.

Because Pine Tree Camp is special in many ways, it is expensive to operate, costing about \$1,200 per camper per session. We ask that everyone do their share and parents and guardians who can afford to help pay for their camper's stay are asked to select a payment plan. Camperships are available for those in need, so don't let financial concerns prevent you from enrolling your child. We have never turned away anyone for lack of funds. Thanks to thousands of generous donors, this policy will always remain firmly in place.

For more information on Pine Tree Camp or to request an application, please contact Chuck Mahleris at 443-3341 ext. 103 or [ptcamp@pinetreesociety.org](mailto:ptcamp@pinetreesociety.org). Applications will be distributed in January. Additional information, including a virtual tour of Pine Tree Camp, is available on our web site, [www.pinetreesociety.org](http://www.pinetreesociety.org).

Pine Tree Camp is one of the many quality programs of the Pine Tree Society, an organization that has been caring for Maine people with disabilities since 1936.

*-submitted by Erin Rice*

## S.P.R.P.C.E. Initiates Paraeducator Academy

The track record for paraeducators has proven they know their communities, understand the student populations, have no desire to leave the area, and have become a valuable tool to the learning process. The Southern Penobscot Regional Program for Children with Exceptionalities (S.P.R.P.C.E.) and Eastern Maine Technical College have furnished a means to provide well educated professionals to serve the needs of children with exceptionalities, and to encourage these currently employed individuals to gain post-secondary credentials and continue their educations through four years of college.

A survey conducted in the Southern Penobscot region by S.P.R.P.C.E. confirmed 305 educational technicians were employed in special education classrooms in the area by the Southern Penobscot Regional Program for Children with Exceptionalities. A significant number of these individuals wanted to become classroom teachers. Thus, PROJECT PROMOTION was established.

PROJECT PROMOTION began in July to offer courses towards a two-year Associate Degree for Educational Technicians. These credits can be applied or transferred to a four year degree in the field of teaching.

Two courses were offered this summer at Eastern Maine technical College with 52 paraeducators enrolled. The fall semester has begun with 42 enrolled in the program. Classes meet 15 sessions per semester, earning 3 credits per course.

Upon grant approval, the long term goals of Project Promotion: Southern Maine Regional Program for Paraprofessional Educators of Children With Exceptionalities will be: the continuation of the Summer Academy, degree in educational technology, expert support system, financial support for tuition, a lending library through EMTC, and credit hours toward a two year Associate Degree or a four year teaching degree in Special Education.

Topics presented in the Paraeducators' Academy are: Child Development, The Paraprofessional in Education, Observing and Recording Behavior, Health and Safety Needs of Children, Dealing with Exceptional Children, Behavior Management and Guidance, Social/Emotional Development, Literacy and Language, and Learning Disabilities.

The project's success has to be contributed to the support and leadership of the Special Education Directors and Superintendents of Schools of the Southern Penobscot Program for Children with Exceptionalities.

To learn further about PROJECT PROMOTION: PARAEDUCATORS' ACADEMY, you may contact Gene MacDonald, Regional Administrator, at the office of the Southern Penobscot Regional Program for Children with Exceptionalities, 200 Hogan Road, Bangor, Maine. Tel: 207-942-2840 or Fax: 207-942-9587.

*-submitted by Gene MacDonald*

## CASE Update by Susan Hodgkins

It has been a very busy Fall for Maine CASE. We were sad to have Angela Faherty resign as President, but glad to hear she is enjoying the challenges of her new position as Assistant Superintendent in Windham. That is also how I moved from being the Vice President to being the President of Maine CASE. In November we elected Sharon Rice, special education administrator in Auburn, as our new Vice President. We truly appreciate her willingness to serve our organization. Sharon brings to this position a myriad of skills and experiences. Welcome, Sharon.

I recently returned from the CASE Conference in Irvine, California. It was my first experience with this national organization and I found it very interesting. The Legislature has been discussing the ESSA bill, which includes funding for IDEA. On Friday, November 30, 2001 they voted and all items relating to IDEA (including full funding) were defeated. Senator Susan Collins is a member of the ESSA conference. Senator Collins voted in favor of Full Funding of IDEA, and against changing the Discipline of Students with Special Needs (which was the position advocated for by the Council of Exceptional Children – Council of Administrators of Special Education). Reauthorization of IDEA is due in 2002. The word at the CASE conference was that reauthorization will be delayed because the necessary groundwork has not yet been completed. On November 5, 2001 there was a Public Forum in Warwick, Rhode Island. Sharon Rice went as a representative of Maine CASE. Thank you, Sharon.

If you are not a member of Maine CASE, I strongly urge you to join. The information CASE provides is timely and valuable. To be a member of a national organization gives you a connection to the broad based, national membership, and each new member makes the group more representative of the profession. Ronnie Hanson is our Membership Chairperson and would love to give you information regarding how to join. You may contact her at the Gorham School Department at [Ronnie\\_Hanson@Gorham.k12.me.us](mailto:Ronnie_Hanson@Gorham.k12.me.us). You may also call the CASE Membership at 1-888-232-7733.

As the President of Maine CASE I will try to provide the membership with timely, pertinent information which will facilitate your active participation in the forming and shaping of laws and regulations that effect the field of education, especially those dealing with the education of children with Special Needs. I appreciate the opportunity to serve, if I can be of any assistance please call or e-mail me. Phone: 207-276-5090 (home), 207-483-2749 (work), e-mail: [msad37@acadia.net](mailto:msad37@acadia.net). Again, thank you for trusting me in this important position.

## Monitoring is Not Just for Schools!

The State gets monitored too! The Office of Special Education Programs (OSEP) for their multi-step monitoring process adopted the concept of the “Continuous Improvement Process.” OSEP’s process requires a Steering Committee comprised of those who affect and who are affected by the special education system. The Maine Advisory Council of the Education of Children with Disabilities accepted this position.

The first step is to prepare a Self-Assessment Report by December, 2002. The report will include the Steering Committee’s commendations and recommendations based on their data analysis. Where did the State get all the data? From you. All the numbers on the forms you filled out have been aggregated and disaggregated many times. The numbers have been viewed against the monitoring questions.

Is there enough data? “Never enough,” say some! There needs to be more. So more we will get. This spring, there will be an opportunity for you, parents and educators, to give data to the process. There will be regional forums and/or focus groups. The schedule has not yet been determined. There will be a public announcement. Stay tuned.

*-submitted Pamela Rosen  
Consultant, Maine Dept. of Education*

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## MADSEC Directors' Academy

Directors' Academy 2002 plans are well underway. We've engaged Melinda Baird, the well-respected school attorney from Atlanta. She'll spend one day speaking on the latest in case law from around the nation in a session entitled, "Gazing Into the Crystal Ball: Special Education Law in the New Millennium." We've also acquired Dr. Anne Davies, who will present "Helping ALL Students Learn in Standards Based Classrooms and Learning Settings of All Kinds." During this session Dr. Davies will present research and practical ideas and student stories to show how all students benefit from involving students in classroom assessment practices. Amy Tchao and Eric Herlan, of Drummond Woodsum and MacMahon have also agreed to return to update us on recent state and region cases, and relate them to the national scene as applicable. Representatives from NASDSE and CASE have also been invited. And, as usual, the Maine Department of Education will spend some time reviewing the year and discussing what lies ahead for special education in Maine.

Directors' Academy is going to be June 23-27, 2002 at the Atlantic Oakes in Bar Harbor. The hotel has promised an expansion of its conference facilities for next year.

We'll be sending out registration forms in early spring.

**Please register early as lodging space is limited.**

## Due Process Reminder

### Representation by Legal Counsel in Mediations and Complaint Resolution Meetings.

If a local education agency (LEA) is involved in a due process mediation or complaint investigation, the LEA may be represented by counsel in either of those forums only when the parents are represented by counsel (Ch. 101, §§13.4, 13.5)

An attorney representing a parent shall provide the superintendent of the school administrative unit and the Due Process Office of the Maine Department of Education with at least 7 days written notice prior to the mediation that they will be representing the parent at the mediation. (Ch. 101, §13.4)

and

An attorney representing a parent shall provide the superintendent of the school administrative unit and the Due Process Office of the Maine Department of Education with at least 7 days written notice prior to any complaint resolution meeting that they will be representing the parent at the complaint resolution meeting (Ch.101, §13.5).

In order for attorneys for either party in a mediation, complaint investigation or hearing to receive information from the Due Process Office about a case, the Due Process Office must receive notice (preferably written) from the LEA, parent, adult student, attorney or interested party of the name, address, and phone number of the attorney.

*-submitted by Due Process Office, Dept. of Ed.*

## Regional Workshops for 2001-02

By Ann Nunery, MADSEC Executive Director

The Maine Administrators of Services for Children with Disabilities (MADSEC) in collaboration with LEARNS, the Maine Parent Federation (MPF), the Maine Transition Network (MTN), the Learning Disabilities Association (LDA), the Maine Support Network (MSN), and the Department of Education is providing four regional workshops entitled "IEP Best Practices and Legal Requirements for the Inclusion of Students with Disabilities in the Maine Educational Assessment (MEA) and Local Comprehensive Assessment Systems."

The focus is on:

- Determining the necessary accommodations or alternate assessments for students with disabilities
- Developing present levels, goals and objectives using student assessment information

- How the classroom teacher, parent, special education teacher, administrator, other pupil evaluation team members and student, when appropriate, participate in the development of the student's IEP

On December 13, an audience of over 200 school administrators and teachers, agency staff and parents attended a very successful workshop in Augusta. The Portland site on January 10, 2002 is already full.

Space is still available in the following workshop sites:

Presque Isle	Tues., Feb. 26, 2002	** new date**
Machias	Thurs., April 4, 2002	

For registration information, please call the MADSEC office, 207-626-3380.

## Maine Educators Featured on Maine PBS

Almost two years ago, the Maine Leadership Consortium met with Maine Public Broadcasting to explore television concepts that would bring public television viewers to the front lines of Maine education today.

Since then funding has been secured through a Rural Development grant to Maine PBS. This fall, work began on the project that grew from that initial brainstorming: a four-part documentary series called *School Zones* set to premiere in September, 2002, along with a companion Web site.

Four Maine educators, three teachers and one principal, as well as their schools and communities, will be the subject of the documentary being produced and filmed by Maine Public Broadcasting Corporation.

Almost four years ago, the MLC formed a committee to explore what could be done to improve the public image of teachers and principals. The nature of the concern that generated the public image effort will come as no surprise to educators who have often experienced frustration with the public's understanding of the difficulty, complexity and stress of their work. The committee's early efforts were limited to public relations efforts undertaken by several of the Consortium's member organizations usually in the form of newspaper advertisements and mailings. The meeting with MPBC sparked interest on the public television station's part to take viewers "to the front lines" in a documentary series. MPBC then secured a grant from Rural Development to fund a television demonstration project.

*School Zones* will be a series of four, one-hour prime-time television programs, scheduled to air next fall on Maine PBS. The series will follow four educators at work – whether that work is in front of a class, correcting papers, coaching sports or dealing with an angry parent. The cameras will follow

the teachers and principal over a period of many months and will also be in the schools, communities and homes of the educators. The documentary series will feature spontaneous, unscripted, real life action as it happens, where it happens.

MLC had an important role in advising MPBC in the selection of the three teachers and the principal. Over the course of several months, the selection process involved reviewing numerous candidates including those educators who volunteered as well as nominations. MPBC used MLC's expertise in school issues and dynamics to select educators who, as a group, would be as representative as possible of Maine teachers, principals, schools and communities. Gender, geographic location, age, grade level assignment, background, family situation and other considerations were brought to bear on the selections that were made by the MPBC staff led by Brad Smith and Anita Clearfield, co-producers of the *School Zones*. Brad Smith is the executive producer of the Maine PBS' True North series and produced its Emmy-nominated documentary series *Our Stories*, which profiled four Maine families.

The educators selected were:

**Donna Barnard**, Chemistry teacher at Portland High School;

**Kathleen Jenkins**, 10<sup>th</sup> grade English/Language Arts teacher at Searsport Regional High School;

**Jarrod Le Blanc**, Kindergarten teacher at Mark Emery School in North Anson; and

**David Theoharides**, principal of Mattanawcook Junior High School in Lincoln.

Those who wish to learn more about the program may do so by contacting Nelson Walls, Executive Director for the Maine Leadership Consortium [walls@maine.edu](mailto:walls@maine.edu).



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## POP! Partnership of Partnerships Connecting Educators to Professional Development Opportunities in Maine

POP is an acronym that accurately describes the burst of ideas and creativity when Maine's statewide network of professional development partnership members gather together to discuss issues and priorities in professional development. Since 1986, the Maine Support Network has provided support and professional development for educators at all grade levels and areas of specialty. The challenge has been to increasingly involve Maine's widely dispersed and culturally diverse partnerships and school districts. In 1999 the Network received funds from the Department of Special Education (IDEA, Part B) to formalize links among regional partnerships and foster greater statewide collaboration.

School districts served by POP are remarkable in their variety. They range from affluent urban districts in the far south to sparsely populated districts sprawling over vast tracts of the remote north Maine woods. Some occupy rock bound islands in the Gulf of Maine accessed only by ferry, while others are isolated in the western mountains. Qebecois French is spoken in many homes in Lewiston in the south, while an old dialect of Acadian French is spoken in most homes in the St. John valley in the far north. In addition to French and English, there are four indigenous languages spoken by Native Americans (i.e., Penobscot, Passamaquoddy, Maliseet, and Mi'kmaq). As in most states, there are schools districts in Maine which have had very little access to professional development opportunities and resources.

### Improving Learning Outcomes for All

The Partnership of Partnerships (POP) was designed as a means to improve educational outcomes for all children throughout Maine by offering teachers, para-professionals, families, and administrators high quality, relevant professional development opportunities. By creating a mechanism that links schools and regions, members of POP learn of new approaches and can offer professional seminars to their school communities at a fraction of the cost through collaborative cost sharing. A greater percentage of the professional development budget is thus spent on direct services rather than travel and lodging for presenters, expanding forms and focuses of professional learning opportunities.

Initially, the Maine Support Network joined with three regional collaborative organizations: The Western Maine Partnership, the Central Aroostook Council on Education, and the Washington County Consortium. Since then, POP has increased the number of partnerships involved. During the first two years, POP partners (partnership Directors or representatives) focused on identifying mutual professional

development needs in their regions and statewide. Several times a year, partners gathered to formulate ideas for professional development initiatives. At these meetings, they discussed local priorities, which were typically identified by community stakeholders, including teachers, para-professionals, parents, administrators, and specialists. For example, one Maine school district needed the latest information about a rare syndrome (Sotos Syndrome), while another district needed a special education database to manage student information and cut down on unwieldy paperwork. More generic needs, such as improving the transition of secondary students from school to work were addressed through a collaborative project among 5 school districts. During the exchange of ideas, mutual needs and interests would invariably surface. Partners learned that there is no limit to the imaginative and creative solutions to professional development challenges when educators put their heads together!

Rod Doody, Director of the Central Aroostook Council on Education states that "We have changed the way we run our professional development activities as a result of POP. I can really see the benefits of our work together."

### Addressing State and National Priorities

Partners also review state and national professional development priorities, as identified through the Comprehensive System for Professional Development (CSPD) of the Maine State Department of Education. As Maine implements the Maine State Learning Results and conducts the Maine Educational Assessments, significant professional development needs become apparent. Together, the POP partners can entertain ways to address the needs, sometimes by sharing resources, co-sponsoring activities, and coordinating initiatives. The Western Maine Partnership and the Central Aroostook Council on Education collaborated to bring Anne Davies, an international expert in performance based assessment, to western and northern Maine, cutting costs and making it feasible for the presenter to serve both regions through coordinating travel arrangements and the schedule of presentations and workshops. Both regions, in turn, conducted their own follow-through activities, including reflective practice groups and local workshops to sustain the assessment initiative. After learning of the assessment workshops through POP, the Washington County Partnership has decided to replicate the assessment training in their region. Betty Jordan, Director of the Washington County Consortium, located in the Down East coastal town of Machias, is enthusiastic about the POP.

“Together, we can accomplish more for students,” she says. “Not only do we share resources and ideas, but we can replicate good professional development to improve education for all students.”

Newly formed organizations can benefit from the experiences and expertise of the professional development partnerships that have been in place for over a decade. Moreover, individuals with specific expertise, such as computer technology adaptations to provide students with disabilities access to differentiated curricula, have the potential to become a resource for the entire state.

#### Networking

Partners speak enthusiastically about the face-to-face meetings organized by POP. The Maine Support Network is known for its strengths in organizing lively group work through a variety of cooperative structures, and an emphasis on incorporating light-hearted humor and fun in professional development. They call it “Celebratory Learning.” One never knows what delightful surprises to expect at a Network function — it might be a drawing for prizes or sparkly pens — but you can always count on the activities to model innovative professional development techniques. Partners also benefit from a feeling of camaraderie and community — an *esprit de corps* — as they expand their professional networks and interact with educators from different areas of Maine.

However, meetings are only one form of POP communication and collaboration. Given Maine’s geography and the significant time-commitment involved in statewide meetings (a drive from Fort Kent in the northern tip of the state to Portland takes about 8 hours in good weather), much of the POP work occurs through the Internet and telephone. Members can log onto the Support Network’s web page, receive and send e-mails, faxes, and participate in telephone conference calling. Discussions can focus on marketing strategies or searching for external funding sources, for example. Grant funding possibilities can be routed by e-mail attachment, or through the mail.

#### Reflection

The POP is committed to evaluating, through evidence from multiple sources, the impact of statewide collaboration on student learning in schools and classrooms. Annually, participating partnerships and organizations generate written evaluations of their work. Partners share their reflections and data by answering the following questions: What was accomplished? What is the evidence of impact? What challenges did you face? What are the future implications for future work and learning?

In 2000, the findings were presented to the Maine Advisory Council on Educating Students with Disabilities at their annual retreat. A sample of quotes from partner’s feedback is illustrative:

“The Western Maine Partnership is really making a difference in schools. There would be a huge void if this didn’t exist.”  
 “We haven’t forgotten that this is about students.”  
 “The variety of opportunities reaching a wide range of stakeholders is just amazing.”

While all agree on the many advantages to POP membership, the identification of barriers to more effective collaboration is an ongoing process. Costs, time commitments of staff, and the disparate regions (rural remote to urban) and budget priorities all come into play. Despite the difficulties, the POP is worth the effort. As educator Andy Hargraves expressed:

“What we want for our children we should want for their teachers: that schools be places of learning for both of them, and that such learning be suffused with excitement, engagement, passion, challenge, creativity, and joy.”

For more information about POP contact  
 Kathryn F. Markovchick  
 Maine Support Network  
 PO Box 390  
 Readfield ME 04355  
 Ph: 207.685.3171 fax: 207.685.4455  
[www.mainesupportnetwork.org](http://www.mainesupportnetwork.org)

*Written by Joanne Putnam, Ph. D.  
 University of Maine at Presque Isle*

### Workshop Announcement ***Challenges and Emerging Issues In Serving Students with Emotional and Behavioral Disabilities***

with

Dr. Michael Opuda

Northeast Regional Resource Center

March 20, 2002 • Augusta, Maine

This conference is for teachers, administrators, agency personnel, parents and other stakeholders interested in the identification, programming and discipline of students with emotional disabilities and challenging behaviors.

The conference will highlight:

- Best practices in:
  - Identification
  - Programming
  - Discipline
- Interim Alternative Educational Settings (IAES)
- Recent action by Congress and the courts
- State and local accountability for results

Registration material will be mailed later in January.