



MADSEC Update

A Presentation by:

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Deputy Director of Special Services Birth – 20

November 1, 2019

Form Changes

Effective August 1, 2019 the Following Changes Were Made to the State Forms

1. CHILD INFORMATION

| | | |
|---|-----------------------------|----------------------------------|
| Child's Name: | Annual Date of IEP Meeting: | |
| Date of Birth: | Duration of the IEP: | |
| Age: | Grade: | Date of Next Annual IEP Meeting: |
| School/Program: | Date of Re-Evaluation: | |
| Parent/Guardian Name: | Date(s) of Amended IEP: | |
| Child's Address: | Case Manager: | |
| City, State, ZIP: | | |
| State Agency Client? <input type="checkbox"/> YES <input type="checkbox"/> NO | | |

2. DISABILITY

| | | |
|--|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Deafness |
| <input type="checkbox"/> Developmental Delay (3-5) | <input type="checkbox"/> Developmental Delay (Kindergarten) | <input type="checkbox"/> Emotional Disturbance |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Visual Impairment (including Blindness) |
| <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Multiple Disability |
| <i>(check all applicable concomitant disabilities)</i> | | |

•CONSIDERATIONS – INCLUDING SPECIAL FACTORS

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

Form Changes

| | |
|----|--|
| A. | Results of all initial evaluations or most recent evaluations of the child: |
| A. | Beyond the evaluative information in 4A , what are the academic, functional, and/or developmental strengths of the child? |
| A. | Based on evaluative information in 4A , what are the child’s distinctly measurable and persistent gaps in academic performance , and how do they affect the child’s involvement and progress in the general education curriculum? |
| A. | Based on evaluative information in 4A , what are the child’s distinctly measurable and persistent gaps in functional performance , and how do they affect the child’s involvement and progress in the general education curriculum? |
| A. | If appropriate, what are the developmental needs of the child, and how do they affect the child’s involvement and progress in the general education curriculum? |

Form Changes

ACADEMIC PERFORMANCE (FOR K-12 ONLY) refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking, and mathematical problem solving* in the school environment.

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

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

Progress:

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

Objective(s) required? Yes No

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

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

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

Progress:

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

Objective(s) required? Yes No

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

Form Changes

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

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

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

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

Objective(s) required? Yes No

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

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

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

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

Objective(s) required? Yes No

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

Form Changes

Alternate Assessment

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

If yes, include an explanation:

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

Not applicable.

Form Changes

Form for the Determination of Adverse Effect on Educational Performance

Maine Unified Special Education Regulations (MUSER VII.3)

Reason for use of form: Initial Eligibility Continuing Eligibility/Dismissal

This form is to be used to consider eligibility for all disability categories except Specific Learning Disability, Speech or Language Impairment, and Deaf-Blindness.

Form Changes

Adverse effect/Adversely affects definition (MUSER II.3)

The word “adverse” commonly means “harmful, impeding, obstructing, or detrimental.” To “adversely affect” means to have a negative impact that is more than a minor or transient hindrance, evidenced by findings and observations based on data sources and objective assessments with replicable results. An adverse effect on educational performance does not include a developmentally appropriate characteristic of age/grade peers in the general population.

Form Changes

SPEECH OR LANGUAGE

| <u>Strength</u> | <u>Weakness</u> | | <u>Strength</u> | <u>Weakness</u> | |
|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Articulation/Intelligibility | <input type="checkbox"/> | <input type="checkbox"/> | Fluency |
| <input type="checkbox"/> | <input type="checkbox"/> | Receptive Language | <input type="checkbox"/> | <input type="checkbox"/> | Functional Communication |
| <input type="checkbox"/> | <input type="checkbox"/> | Expressive Language | <input type="checkbox"/> | <input type="checkbox"/> | Oral Language |
| <input type="checkbox"/> | <input type="checkbox"/> | Voice | <input type="checkbox"/> | <input type="checkbox"/> | Pragmatics |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | Other: |

Form Changes

Procedural Manual

The Procedural Manual has been updated with new information on Alternate Assessment (pages 28-31). In August, the Manual was updated with the form changes.

No other changes have been made. Users can just download/print the 4 pages separately.

Proposed Changes to Chapter 115

Proposed changes to Chapter 115 are now awaiting a vote by the State Board of Education

OSEP Determination

In June 2019 we were notified that Maine has received a determination of “Meets Requirements” on all of the indicators!

- “This determination is based on the totality of the State’s data and information, including the Federal fiscal year (FFY) 2017 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.”

Differentiated Monitoring and Support Determination

Another set of good news!

OSEP's DMS (a component of Results Driven Accountability)

DMS addresses State-specific needs in the areas of results, compliance, State Systemic Improvement Plan (SSIP), and fiscal by differentiating levels and types of monitoring and support based on each State's unique strengths, progress, and challenges in each area.

Maine Received “Universal” level of engagement in all areas, meaning that we have met requirements and need no further intervention from OSEP!

Math4ME

- Math4ME is an initiative of the MDOE which targets special education teachers who work with students in grades 3-8.
- The goals for the professional development and coaching are:
 - Deepen teachers' knowledge of foundational concepts in elementary and middle level mathematics
 - Build teachers' pedagogical knowledge and skills to adapt their instruction to support students' different learning needs

MDOE Initiatives

Math4ME

- Nine SAUs have participated
- This year, the final cohort began the two-year program
- This summer, 5 training sessions were held
- Currently fall trainings, classroom observations, and coaching of teachers is underway
- Early results suggest improved scores for students in Math4ME-trained teachers

Positive Behavioral Interventions and Supports (PBIS)

- PBIS is a multi-tiered approach to supporting the social, emotional and behavioral development of students in K-12 settings. The purpose of PBIS is to improve the social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Positive Behavioral Interventions and Supports (PBIS)

- 8 SAUs have participated
- Training conducted or scheduled includes:
 - Functional Behavior Assessment (3-day series)
 - Team Initiated Problem Solving (TIPS)

Positive Behavioral Interventions and Supports (PBIS)

Participating schools have reported fewer incidents of disruptive behavior since instituting PBIS

Schools are working toward creating interventions for each tier.

Chapter 33

- LD 1376 requires Chapter 33 to be revised to include stronger reporting requirements, develop and implement a performance review system, provide professional development opportunities to reduce the use of restraint and seclusion.
 - LD 1376 - the Joint Standing Committee on Educational and Cultural Affairs voted – ought to pass, but the bill did not get through the appropriations committee, and therefore didn't make it to the full legislature
 - Will be taken up again this session

LD 1715 was carried over to this year's session of the Legislature

LD 512 passed the Joint Standing Committee on Education and Cultural Affairs, but did not make it through the Appropriations Committee before the session ended. It required that a task force be convened to study the impact of preschool being moved to the public schools.

Teacher/Staff Shortages

In response to the state-wide shortage of teachers, specialists, and paraprofessionals, the MDOE has instituted the following initiatives:

- **Educator Talent Committee:** stakeholders have been meeting since April to create a strategic plan for addressing staff shortages.
- **Regional Think Tanks:** identified the top 3 challenges – 1) public perception/respect, 2) compensation, and 3) increased student needs.

Teacher/Staff Shortages

- **Maine Alternative Certification and Mentoring** – is helping with retention of conditionally certified special education teachers
- **Future Teachers Academy** – will be held at Thomas College and will bring in high school students to explore a career in education
- **Additional MDOE positions** – including Social/Emotional Learning, Family Engagement, and Culturally Responsive Teaching to provide more support to the field

Questions

