Maine Department of Education

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Today's Discussion Topics:

FIELD GUIDE: SERVING STUDENTS WITH IEP AND 504 NEEDS IN CTE

CTE as an Educational Pathway

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What the Field Guide is intended to be…

- A guide for communication between the sending school and CTE

- A resource for identifying best practices

- Reference material for identifying Maine DOE interpretation of right and responsibilities of sending schools and CTEs

What the Field Guide is not…

- A final stop

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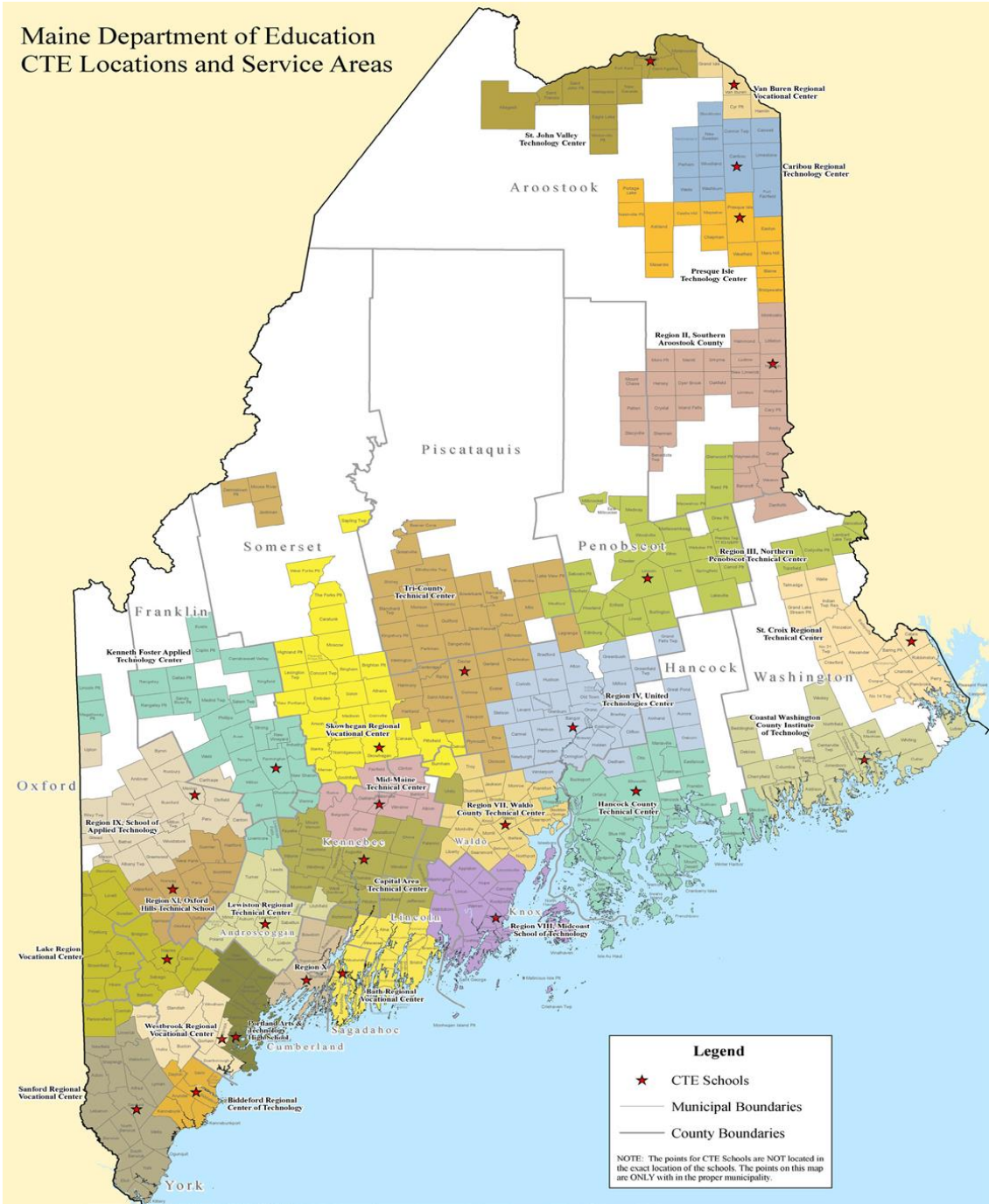# FIELD GUIDE: SERVING STUDENTS WITH IEP AND 504 NEEDS IN CTE

Topics for Today:

❑ Maine CTE Basics

❑ Choosing the CTE Pathway

➢ Determining Enrollment Eligibility,

➢ Counseling for Prospective Students,

➢ Program Prerequisites

❑ Establishing Need and the IEP/Transition Process

➢ CTE role in IEP/Transition processes,

➢ Accommodations and Modifications,

➢ Division of Financial Responsibilities

❑ Creating Safe and Welcoming Learning Spaces

❑ Work-Based Learning Resources

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Maine CTE Basic

❑ 27 Secondary CTE's, 7 Post-Secondary Schools statewide

❑ Serving over 8000 students statewide

❑ 16 Career Clusters, 3 Maine specific
https://careertech.org/career-clusters

❑ Approved CTE programs are based 350 hour per year requirement (classroom and lab time)

❑ Most programs either offer industry credential or post-secondary dual enrollment or articulation agreement

❑ Offer High Wage, High Demand, High Skill opportunities

❑ All secondary schools statewide are assigned to a CTE legislatively

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CTE Locations and Service Areas

St. John Valley Technology Center

Van Buren Regional Vocational Center

Caribou Regional Technology Center

Aroostook

Presque Isle Technology Center

Region II, Southern Aroostook County

Piscataquis

Penobscot

Region III, Northern Penobscot Technical Center

Somerset

St. Croix Regional Technical Center

Tri-County Technical Center

Franklin

Kenneth Foster Applied Technology Center

Region IV, United Technologies Center

Hancock

Washington

Skowhegan Regional Vocational Center

Coastal Washington County Institute of Technology

Mid-Maine Technical Center

Region VII, Waldo County Technical Center

Hancock County Technical Center

Region IX, School of Applied Technology

Kennebec

Waldo

Capital Area Technical Center

Region XI, Oxford Hills Technical School

Lewiston Regional Technical Center

Knox

Region VIII, Midcoast School of Technology

Oxford

Lincoln

Lake Region Vocational Center

Androscoggin

Region X

Bath Regional Vocational Center

Westbrook Regional Vocational Center

Portland Arts & Technology High School

Sagadahoc

Cumberland

Sanford Regional Vocational Center

Biddeford Regional Center of Technology

York

Legend

★ CTE Schools

— Municipal Boundaries

— County Boundaries

NOTE: The points for CTE Schools are NOT located in the exact location of the schools. The points on this map are ONLY with in the proper municipality.

Benefits of CTE for Students with IEP/504

- Hands-on learning experience

- Multi modal access to information

- Concrete skill attainment

- Scaffolded path to learning

- Collaborative learning environment

- Small classes = 1:1 instructor time

- Development of life and work-related soft skills

Professional Behaviours — Achieving results, Managing self and personal skills, Delivering excellent service, Finding innovative solutions, Embracing change, Using resources, Providing direction, Developing self and others, Working with people

CTE Enrolled Students with IEP/504 by County

	2020			2021			2022		
	Total	IEP/504	% of Total	Total	IEP/504	% of Total	Total	IEP/504	% of Total
Androscoggin	732	111	15.16%	709	104	14.67%	777	133	17.12%
Aroostook	944	218	23.09%	908	211	23.24%	965	228	23.63%
Cumberland	1446	449	31.05%	1386	431	31.10%	1551	446	28.76%
Franklin	383	87	22.72%	323	72	22.29%	351	52	14.81%
Hancock	312	52	16.67%	224	37	16.52%	259	43	16.60%
Kennebec	772	164	21.24%	717	156	21.76%	968	180	18.60%
Knox	515	147	28.54%	578	133	23.01%	654	141	21.56%
Lincoln	208	39	18.75%	190	34	17.89%	180	37	20.56%
Oxford	746	172	23.06%	731	167	22.85%	736	136	18.48%
Penobscot	893	209	23.40%	883	186	21.06%	936	191	20.41%
Sagadahoc	208	76	36.54%	298	101	33.89%	335	75	22.39%
Somerset	331	57	17.22%	323	63	19.50%	284	49	17.25%
Waldo	225	74	32.89%	238	50	21.01%	259	79	30.50%
Washington	258	66	25.58%	250	53	21.20%	297	66	22.22%
York	956	163	17.05%	1048	166	15.84%	1025	162	15.80%

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Choosing the CTE Path

CTE may be identified as an appropriate path for students with disabilities when student <u>strengths</u>, <u>preferences</u> <u>interests,</u> and <u>needs</u> are compatible with CTE offerings and post-school goals.

Student preferences and skills should be reviewed to ensure that they are compatible and align with the CTE program prerequisites.

CTE Pathway to Enrollment

1. Get to know your CTE- Recruitment Efforts

Review skills necessary to secure success in CTE program.

CTE's may not inquire about ability status prior to enrollment

2. Enrollment Process

Evaluate student characteristics, instructional style, physical environment and learning outcomes.

3. Best practice- IEP team meeting with CTE team (refer to page 7 of Field Guide)

Sending schools should provide IEP information to CTE's prior to the start of each school year

4. Required Program Participation (**350 h**ours)

Related Legal References: MUSER I.5, V.5; Guidelines IV.K

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CTE Program Prerequisites

Program	Prerequisites	Justified	Not Justified	Explanation of Determination
Health Occupations	Ninth grade English composition	X		Required reading is complex, extensive, and includes acquisition of scientific medical terminology. Students with less than a ninth-grade reading level will experience significant struggles to attain the essential learning.
Automotive	Ninth grade English composition		X	Textbook is used but is not the stand-alone source for learning. New terminology is industry specific and can be acquired through multiple means of introduction.
Childcare	Algebra I		X	Students in childcare will not be exposed to mathematical principles that require significant base knowledge.
Electrical	Algebra I	X		Students will be required to learn advanced mathematic principles. A basic understanding of algebraic concepts is a reasonable expectation.
Emergency Medical Technician (EMT)	Good physical and mental health		X	As a public entity we may not discriminate based on physical or mental disabilities. 'Good' is a subjective term that is unmeasurable.
Commercial Driver's License (CDL)	Valid Maine class C driver's license	X		Maine state regulations require all CDL students to have a Maine class C driver's license to receive their class A and B driver's permit.

Transition Planning

Transition planning refers to a **coordinated set of actions**

These actions facilitates a student's **movement from school to postschool activities.**

Transitional plans are developed and detailed in the IEP

Therefore, suggested best practice is to include CTE representatives in planning the development of the transition activities and goals.

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Establishing Need and the IEP/Transition Process

When should CTE's be included in the IEP/Transition planning process?

1. Once an acceptance letter has been received

   - Best practice- IEP provided to CTE schools <u>prior</u> to start of academic school year

2. Prior to enrollment when an IEP team determines future intent- inquiry as to how to prepare a student can be beneficial

What questions can the CTE answer during IEP team meeting?

- What strengths and challenges would impact our student's participation in the class or program?

- Are there accessibility options or physical needs that should be considered?

- What accommodations <u>do</u> or <u>do not </u>appear to be effective?

- Are there accommodations the CTE would like the IEP team to consider?

- Are there behavioral concern; and if so, is there a behavior intervention plan (BIP) available that the sending school could provide?

- What competencies or skills are required for the student to be successful in the program?

- What industry assessments are used and are there allowable accommodations?

What questions can the IEP team help CTE answer?

- How does the student's disability affect their academic and/or functional performance?

- What student interest/aptitude measure was used to match him or her to the program?

- What CTE-related IEP goals and/or objectives should be considered?

- What adjustments can be made to the curriculum and learning spaces to increase accessibility and safety for the student?

- What related services will be available to assist the student in making progress toward program goals?

- What documentation should be kept and how often should it be updated to help inform the team on student progress and if accommodation adjustments are required?

Modifications and Accommodations

Differing learning environments require accommodations and modifications reflective of the activities conducted in that space.

Accommodations or Modifications that are appropriate and sufficient in the general academic classroom may not be applicable or satisfy the needs of the student in the CTE environment.

*** Example: A student who does not require 1:1 support in general education space, may need 1:1 support to ensure their safety when operating large equipment within the CTE lab space.***

Division of Financial Responsibilities

In Maine, funds to support students with special needs are allocated to the School Administrative Unit (SAU) placing the fiscal responsibility for services ***primarily** on the sending school.*

This includes the cost for:

1. support personnel;
2. specialized services or programming;
3. equipment, and materials that are provided.

However, if equipment or services are to become permanent features of a program which all students may access, then it is the CTE school's responsibility to absorb this cost.

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Resources for creating safe and welcoming learning spaces

Assistive Technology (AT)
Maine CITE is the state's AT program providing AT Demo, AT Loan, and AT Reuse services; AT Training webinar events; information on AT resources, providers and Maine CITE also supports an online AT inventory for educators, therapists, students and families to access more than a thousand AT devices available for demo and loan in Maine.

Americans with Disabilities Act (ADA) Compliance
All CTE students regardless of physical ability must be able to access their CTE curriculum and use equipment required for skill attainment. Accessibility requirements reflect ADA standards which are reviewed during the federally mandated Methods of Administration (MOA).

Job Accommodation Network (JAN)- askjan.org
JAN provides suggestions and resources for accommodations within the workplace searchable by Disability, Limitation, Work-Related Function, Topic, and Accommodation.

Work-Based Learning Resources

- Community partnerships and volunteer opportunities

- Internships

- Summer employment and paid work experiences

- Department of Labor Resources

    - Apprenticeship Program

    - Vocational Rehabilitation

- Maine Laws Governing the Employment of Minor

    https://www.maine.gov/labor/labor_laws/publications/minorsguide.html

Questions or Comments?

Please take a moment to complete this brief survey. Your feedback informs the work we do.

https://forms.office.com/g/SK0Z8bAsN2

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Contact Us

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Guide can be found at the DOE-CTE Resources page: https://www.maine.gov/doe/learning/cte/resources