



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

JANET T. MILLS
GOVERNOR

A. PENDER MAKIN
COMMISSIONER

Letter of Notification and Instruction

August 7, 2023

SPPS 23-24 Monitoring Cohort

Dear Special Education Director,

The Maine DOE is required under federal law to monitor special education programs and services for students with disabilities as described under Section 616 of the 2004 Amendments to the Individuals with Disabilities Education Act (IDEA).

Your Special Purpose Private School (SPPS) will be reviewed as part of the General Supervision System for the 2023-24 school year and your SPPS Education Administration participation in the upcoming information webinar which details the process and provides an opportunity for your SPPS to ask questions and seek clarification. **Consequently, we are requesting that you or a designee participate in a Zoom training webinar, based on poll results from this year's cohort, scheduled for:**

August 17, 2023 from 9:00 a.m. to 12:00 p.m.

Join Zoom Meeting

<https://mainestate.zoom.us/j/81278002061?pwd=TzlhY2NSQjJVYjNyMy9ac21SZjFWdz09&from=addon>

Meeting ID: 812 7800 2061

Passcode: 88997107

The training will include information pertaining to the materials to be submitted to the Maine DOE, as well as information regarding on-site visits and file reviews, which will be conducted by Maine DOE staff. There will be a recording available afterward.

SPPS monitoring will provide the information necessary to enable the Maine DOE to determine

your program's continued approval status. There are 2 pieces to the monitoring process: the site visit and the desk audit. The site visit will be scheduled for a mutually convenient time during the summer and fall of 2023.

For the desk audit, you will submit specific pieces of information, which are listed in the table below. ***We prefer electronic submissions.*** Please provide all desk audit materials in as few emails as technology allows, scanning evidence for each element into ***separate, clearly labeled*** PDF attachments to sppsgss.doe@maine.gov

For agencies/organizations with more than one SPPS, please provide a single submission for the agency/organization containing the elements (such as policies) that are common across all the agency the sites. In addition, elements that relate to specific SPPS site locations should be sent in separate emails, using the organizational format outlined in the previous paragraph.

The documents described below must be received at DOE by the end of the business day on **December 29, 2023.**

Criteria	Evidence
1 General Description of Program and Admission Requirements 20-A MRSA § 7204(4)(A) MUSER XII.2.A(1)(a)(l)(k)	Provide your SPPS <u>Administrative Policy Manual</u> and <u>Parent Handbook</u> , with documented dates of approval by your Board of Directors, with substantial and appropriate policies and procedures regarding: a) General description of program b) Mission of program c) Disability groups served d) Grade levels served e) Capacity to address referral behaviors/concerns f) Transfer and 30-day IEP meetings g) Admission requirements

<p style="text-align: center;">2</p> <p>Educational Environment</p> <p>MUSER XII.2.A(1)(o)</p>	<p>Provide a description of your SPPS capacity to provide the following educational environments:</p> <ul style="list-style-type: none"> a) A safe, healthy, and appropriate educational environment b) Please provide policies and procedures, with documented dates approved by your Board of Directors, to specifically reference access to Health and Medical Services as specified in the SPPS Initial Application Part XII: <ul style="list-style-type: none"> ○ Health Care Plan <ul style="list-style-type: none"> ❖ Attach plan for health care of students including the following: <ul style="list-style-type: none"> • Provisions made for medical, nursing and infirmary care of students. • Training by a physician or registered nurse to all staff that provides medication to students. ○ Emergency First Aid <ul style="list-style-type: none"> ❖ Attach policy for emergency first aid and care to include the following: <ul style="list-style-type: none"> ▪ Training of all direct service staff in emergency first aid. ▪ Secure storage of adequate first aid supplies. ▪ Posting of telephone numbers for the fire department, police station, poison prevention center, hospital emergency room and ambulance service serving the school. ▪ Procedures to be followed in the case of illness or emergency such as motor vehicle accident, including methods of transportation and notification of parents. ▪ Procedures to be followed in the case of fire or other type of emergency.
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	<ul style="list-style-type: none"> ▪ Procedures for informing parents of any medical care administered to their child or of any injury or illness that requires care other than basic first aid. ▪ Procedures to be followed in the case of illness or emergency if parents cannot be reached. <p>c) Innovative activities/programming</p> <p>d) Multi-Tiered System of Supports – Academic and Positive Behavioral Interventions and Supports</p> <p>e) Safety protocols as necessary, including program elements with increased risk for activities/courses such as but not limited to carpentry and rock wall climbing.</p>
<p>3</p> <p>Qualification of Staff</p> <p>20-A MRSA § 7204(4)(B)</p> <p>MUSER XII.2.A(1)(b)</p>	<p>Provide the following Qualification of Staff documentation:</p> <p><u>Note, new this year the data collection format this year is through electronic transmission.</u></p> <p>a) Special Education and Related Services Provider Certification / License Form –please use attached excel spreadsheet</p> <p>b) Schedule of appropriate supervision of Education Technicians as outlined in MUSER X. 2.A.(6) and Maine Department of Education Regulations Chapter 115</p>
<p>4</p> <p>Professional Supervision</p> <p>20-A MRSA § 7204(4)(F)</p> <p>MUSER XII.</p>	<p>Provide documentation of supervisory model/positions:</p> <p>a)</p> <ul style="list-style-type: none"> • Special Education (Administrator 030 or 035) <p>or</p> <ul style="list-style-type: none"> • Special Education Consultant (079) or Special Education Teacher (282 or 286) with Master’s Degree in Special Education

1.A.(1)f	<p>or related field and 1-year administrative experience, <u>requiring a minimum of 5 hours monthly documented supervision by a contracted Special Education Administrator - 030 or 035</u></p>
<p>5</p> <p>Plan of Instruction</p> <p>20-A MRSA § 7204(4)(C)</p> <p>MUSER XII.2.A(1)(c)</p>	<p>Provide the following Plan of Instruction elements:</p> <ul style="list-style-type: none"> a. a copy of scope and sequence or link to website for each of <u>9 general education curriculum content areas for MLR</u> b. specially designed instruction (SDI) intervention curriculum to close achievement gaps in ELA and Mathematics that are on students' IEPs b) Description of assessments – individual, district and statewide c) Samples of standards-based report cards across your SPPS approval grade spans and content areas d) School calendar with at least 175 <u>student</u> days and an average of 25 hours per week of instructional time for every two-week period. <p>Links to the MLR Standards:</p> <p><u>English Language Arts</u></p> <p><u>Health Education</u></p> <p><u>Life and Career Ready</u></p> <p><u>Mathematics</u></p> <p><u>Physical Education</u></p> <p><u>Science and Engineering</u></p> <p><u>Social Studies</u></p> <p><u>Visual and Performing Arts</u></p> <p><u>World Languages</u></p>

<p>6</p> <p>Adequacy of Related Services</p> <p>20-A MRSA § 7204(4)(E)</p> <p>MUSER XII.2.A(1)(e)</p>	<p>Provide the following Adequacy of Related Services documentation:</p> <ul style="list-style-type: none"> a) Special Education and Related Services Provider Certification / License Form- attached excel b) Grids for 5 months of related service hours provided to all students enrolled, including codes for reasons services are missed and dates when services are made up. List all related service providers – employed, contracted, and SAU provided, each providers hours/week (for example full-time, part-time; 40 hrs., 16 hrs.), and applicable licensure data. See sample grids/ templates provided. c) Evidence of individualized treatment, using valid and reliable measures to obtain baseline data; specify tools used to evaluate and inform each related service.
<p>7</p> <p>Teacher to Student Ratio</p> <p>20-A MRSA § 7204(4)(G)</p> <p>MUSER XII.2.A(1)(g)</p>	<p>Provide each classroom's <u>Teacher (Staff) to Student Ratio data</u> on the</p> <ul style="list-style-type: none"> a) Special Education and Related Services Provider Certification / License Form – attached excel
<p>8</p> <p>Continuum of Special Education Services</p>	<p>Provide your SPPS Continuum of Special Education Services documentation:</p> <ul style="list-style-type: none"> a) Detailed description of the transition supports provided for students in the census <u>at intake, during length of stay and during transition to other school settings</u>, including community partner supports (such as voc. rehab) utilized during their enrollment at your SPPS and put

<p>MUSER X.2(B)</p> <p>MUSER XII.2.A(1)(h)</p>	<p>in place in the community (such as a job coach) and at the receiving SAU or SPPS.</p> <p>b) for 5 or more students, list specific examples of individualized less restrictive opportunities throughout SPPS enrollment (gradual release of supports, access to general curriculum, access to extracurricular activities, etc.) at SPPS, at public school, and in the community; supporting movement on the LRE educational continuum outlined in MUSER. Provide unique information for 5 students from each SPPS site in your agency.</p> <p><u>Template:</u></p> <p>Student, Home district,</p> <ul style="list-style-type: none"> ○ #1 LRE opportunity details and timeline/dates ○ #2 LRE opportunity details and timeline/dates ○ #3 LRE opportunity details and timeline/dates <p>c) Specific discharge data for the past 2 years including: student name, DOB, disability, admission date, discharge date, grade level, name of receiving school/program and graduation data, if applicable.</p>
<p>9</p> <p>Graduation Credit Agreement</p> <p>MUSER XII.2.A(1)(i)</p>	<p>Provide your SPPS and SAU Graduation Credit Agreement documentation:</p> <p>a) Copies of 2023-24 Graduation Credit Agreement with sending schools/schools of residence signed by SAU high school principal.</p> <p>b) Evidence of the documentation of <u>data tracking and reporting</u> for:</p> <ul style="list-style-type: none"> ○ graduation credit agreements and ○ course/graduation requirements outlined by SAU
<p>10</p> <p>Notification and Reporting of</p>	<p>Provide your SPPS policy/policies for immediate notification and reporting of serious events, with documented date of approval by your Board of Directors, including the following MUSER requirements:</p> <ul style="list-style-type: none"> a) Serious injury or death of a child, b) Criminal activity on the part of a child or staff member

<p>Serious Events</p> <p>MUSER XII.2.A(1)(n)</p>	<p>c) Other serious incident affecting the well-being of any child, The school shall immediately notify, by telephone and by letter,</p> <ul style="list-style-type: none"> a) Parents, b) Sending school district, c) Any state agency involved in childcare or program placement d) MDOE
<p>11</p> <p>Rule Governing Physical Restraint and Seclusion Policy</p> <p>Me. Dept. of Ed. Reg. Chapter 33</p>	<p>Provide your SPPS policy regarding use of physical restraint and seclusion in alignment with DOE Rule Chapter 33, with documented date of approval by your Board of Directors, including:</p> <ul style="list-style-type: none"> a) Annual overview and awareness information to staff b) Annual notice informing parents c) Name of DOE approved crisis intervention curriculum (see https://www.maine.gov/doe/schools/safeschools/restraint) d) Documentation of training of the crisis intervention curriculum including <u>dates/frequency</u> required by applicable authorizing agent for renewal of your SPPS specific crisis management intervention curricula (for example some are required annually while others are every 6-months), as well as <u>lists of participants</u>.
<p>12</p> <p>Self-Audit</p>	<p>Provide your SPPS Self-Audit documentation:</p> <ul style="list-style-type: none"> a) Use the electronic On-Site Review (OSR) <u>student record review form</u> (provided) to review and report on 20% of student records (minimum of 10 records) with representation across sending SAUs, ethnic groups, disabilities, grades and state agency client or state ward status (as applicable). If the school population is 20 or less, 50% of student records shall be reviewed.

Following the site visit and review of the submitted desk audit material, any findings that affect continued approval status will be outlined in separate Letters of Findings which are sent to both you and the sending SAUs of students in your school. The Letters of Findings will clearly outline the deficiencies and the actions required to bring the findings into compliance, with time built in providing opportunities for your SPPS to submit corrective evidence and MDOE to provide support in an interactive process prior to an official Corrective Action Plan being developed for any remaining unresolved findings.

CAPs will be generated for SPPSs who have unresolved findings after the 5/10/24 due date. All CAP activities are to be completed and documentation of successful completion sent to the MDOE by 9/15/24. Final letters of approval will be issued on or before 11/15/24.

Please send all labeled materials to sppsgss.doe@maine.gov (electronic submissions preferred) or to the attention of the SPPS Monitoring Team, Special Services Division, Maine Department of Education, 23 State House Station, Augusta, ME 04333-0023. If you have questions or need clarification, contact Sarah Ferguson at sarah.ferguson@maine.gov or (207) 592-6498, Leora Byras at leora.byras@maine.gov or (207) 624-6618, or me at mary.adley@maine.gov or (207) 624-6671.

Sincerely,

A handwritten signature in blue ink that reads "Mary F. Adley". The signature is written in a cursive, flowing style.

Mary Adley, Ed. D.
Coordinator for State Agency Programs

Enclosures:

- SPECIAL EDUCATION AND RELATED SERVICES PROVIDER CERTIFICATION/ LICENSE FORM – Excel Workbook
- Monthly Related Services – Word Document
- WEEKLY Service Log Template – Excel Workbook
- MULTI MONTH Service Log Template – Excel Workbook