

# Welcome!

## Please put the following in the Chat Box:

1. Name, School and/or District and Role
2. Any words from this visual that jumped out at you



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***This Training is being Recorded.***

***Please feel free to ask questions as they come up,  
but we will have Chat Box Check-Ins.***

***LIVE TRANSCRIPTION IS AVAILABLE***

**Link for Recordings and Power Points –**

**<https://www.maine.gov/doe/learning/specialied/pl>**



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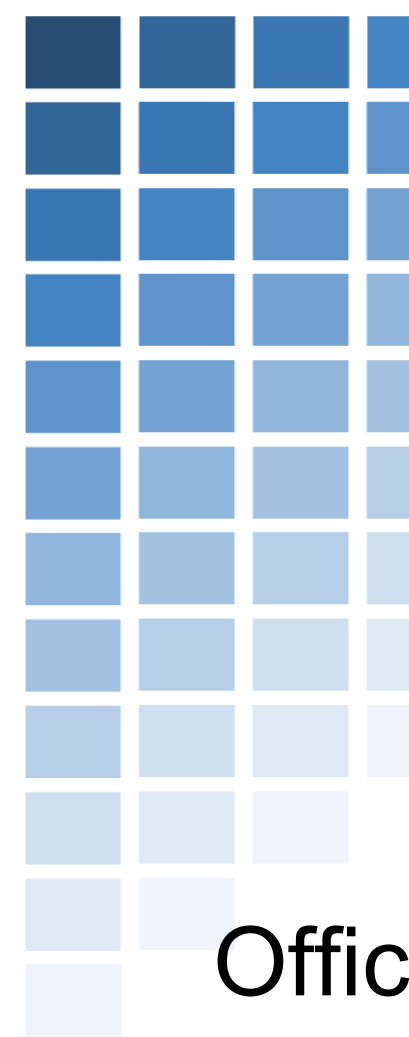
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# **Office Hours – Transition from CDS to Public School**

**Maine DOE – OSSIE Team**

**Office of Special Services and Inclusive Education**

**Supervision, Monitoring and Support**

**Presented by: Lori Whittemore**

**9/26/2023**





# Transition from CDS to Public School

*Requirements and Best Practice  
Considerations*

Lori Whittemore, M.Ed.  
Director of Preschool Program Development  
[Lori.Whittemore@maine.gov](mailto:Lori.Whittemore@maine.gov)

- Over 35 years of experience supporting young children and their families
- 28 years at CDS. 22 years as a site director, where I participated in hundreds of transition meetings
- For the past two years, I have designed and set up preschool classrooms for CDS and public schools to expand access to high quality learning experiences for preschoolers with disabilities
- The proud parent of a young man with autism

# Successful transition for children and families rest with the professionals guiding the process

- Parents and guardians, as children's primary teachers, are the most important members of the transition team
- There are legal requirements outlined in MUSER related to the transition process
- A successful transition occurs when CDS has provided all records and data to the school and the school is prepared to make an offer of FAPE



# Who is eligible for a transition meeting?

An SAU's responsibility for the provision of FAPE to an eligible child who resides within its unit and who turns five on or before October 15th begins on the first day that children attend classes at the start of the school year. MUSER VI.2.C (2)(c)

## The exception for transition at age 5 (Chapter 676)

The Child Development Services System shall provide free, appropriate public education to a preschool child with disabilities who reaches 5 years of age between July 1st and October 15th if:

- The child had an IEP on December 1<sup>st</sup> of the previous year
- The IEP team, which includes the parent and both CDS and public school members, determines that it best meets the individual needs of the child to remain in the CDS system and not enter kindergarten. MUSER VIII.1

# What does “best meet the individual needs of a child” mean?

- The “best meets the individual needs of the child” standard may not be equivalent to the “free and appropriate public education” standards and that the individualized education program team may determine that remaining in the Child Development Services System may “best meet the individual needs of the child” even if the kindergarten program that is available to the child could provide the child with a “free and appropriate public education”  
MUSER VIII.2
- In the event that the parent disagrees with the decision of the individualized education program team and decides to use dispute resolution procedures, the standard for the review must be whether the individualized education program team decision “best meets the individual needs of the child”. MUSER VIII.3

# Best practice considerations for Chapter 676 eligible children

- There are many considerations in determining what “best meets the individual needs” of a child. It is most important, as with all transition meetings, to consider the goals and desires the parent has for their child, in this case, related to remaining in preschool or moving to kindergarten.
- The child’s current providers should review the child’s current goals, present levels, progress updates and accommodations.
- The SAU should review what kindergarten would look like for the child and make an offer of FAPE.
- The IEP team would then make a decision based on the individual needs of the child.





## *When does the transition meeting need to occur?*

*The time frame for the transition IEP meeting and the development of the amended IEP is April 1st through June 15th.*

*MUSER VI.2.C (2)(c)*

# Best practice considerations prior to the transition meeting



- Educational records historically sent to receiving district by December. Records should include: the current IEP with goals, progress reports and all current evaluations, present levels of performance, and anticipated extended school year services information. Updated information should be sent as it is received.
- Records will soon be available online by accessing the CDS data system (CINC)
- Children who have more significant needs are observed by district staff in their preschool classrooms.
- A meeting is held prior to transition time between CDS and the district to discuss children's needs.

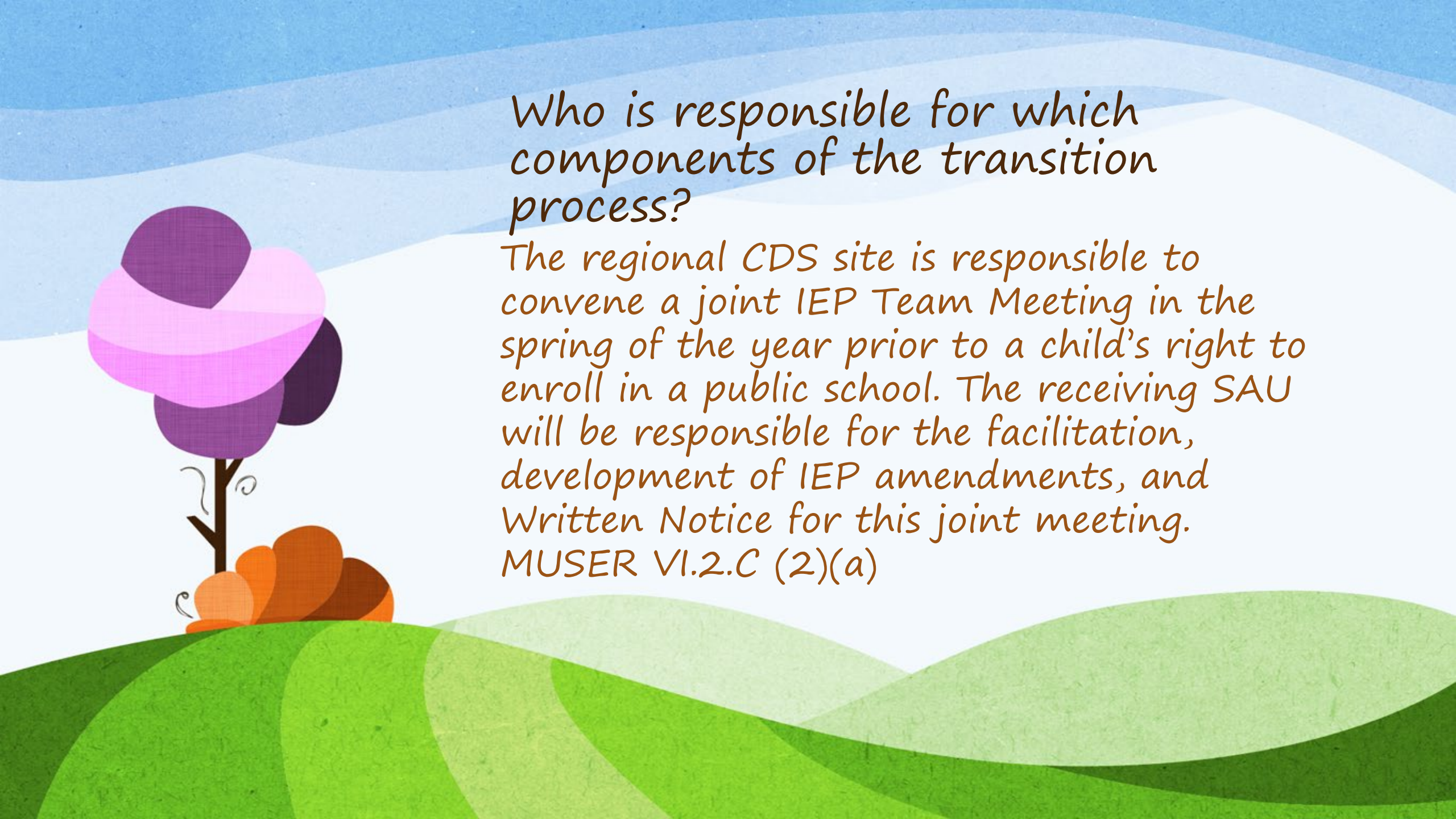




## Who is required to attend the transition meeting?

Prior to the CDS site sending the advance written notice of the transition meeting, the CDS site and the SAU will jointly, with input from the parent, determine who will be the members of the IEP Team.

Both the CDS site and the SAU must have a representative at the meeting who is qualified and authorized to obligate the unit as required in the MUSER at VI.2.B(4).



Who is responsible for which components of the transition process?

The regional CDS site is responsible to convene a joint IEP Team Meeting in the spring of the year prior to a child's right to enroll in a public school. The receiving SAU will be responsible for the facilitation, development of IEP amendments, and Written Notice for this joint meeting.  
MUSER VI.2.C (2)(a)



## Best practice considerations

- The SAU is responsible for facilitating the IEP meeting, amending the IEP, if necessary, and for creating the written notice.
- The amended IEP will clearly differentiate the responsible parties and the services time frame for which each party is responsible. There may be some specific transition goals for a child that will be a joint responsibility, such as a visit to the public school classroom or a practice ride on the public school bus.



## Best practice considerations

- The educational program developed for a child by the SAU, with input from CDS, to be implemented on the first day of public school, will be recorded as amendments to the IEP in effect at the time of the transition meeting in the spring of the year the child will transition from CDS to the public school. MUSER VI.2(2)
- These documents should be shared with CDS upon completion.





## Best practice considerations

- If any requested team members are unable to attend the transition meeting, they should send a written report with the child's progress updates, present levels of performance and any recommendations the IEP team should consider.



Who is responsible for the annual review of the IEP?

It is expected that any annual review of the IEP due to take place during that time period will occur prior to the transition meeting. MUSER VI.2(2)



# What if the IEP team determines that additional evaluation data is needed?

If the transition IEP Team determines that there is not sufficient evaluative information to address all the child's needs that result from the child's disability, the transition IEP Team will determine the additional evaluations to be conducted. If CDS needs an evaluation to complete its responsibilities, CDS is responsible for the cost of that evaluation. Otherwise the evaluations will be paid for by the receiving SAU, which may use federal IDEA, Part B, Section 619 funds for this purpose. Evaluations for which parental consent is received by the SAU before the start of the school year will be governed by the 60-calendar day requirement regarding the administration and completion of the evaluation (section V.1.A(3)(a))

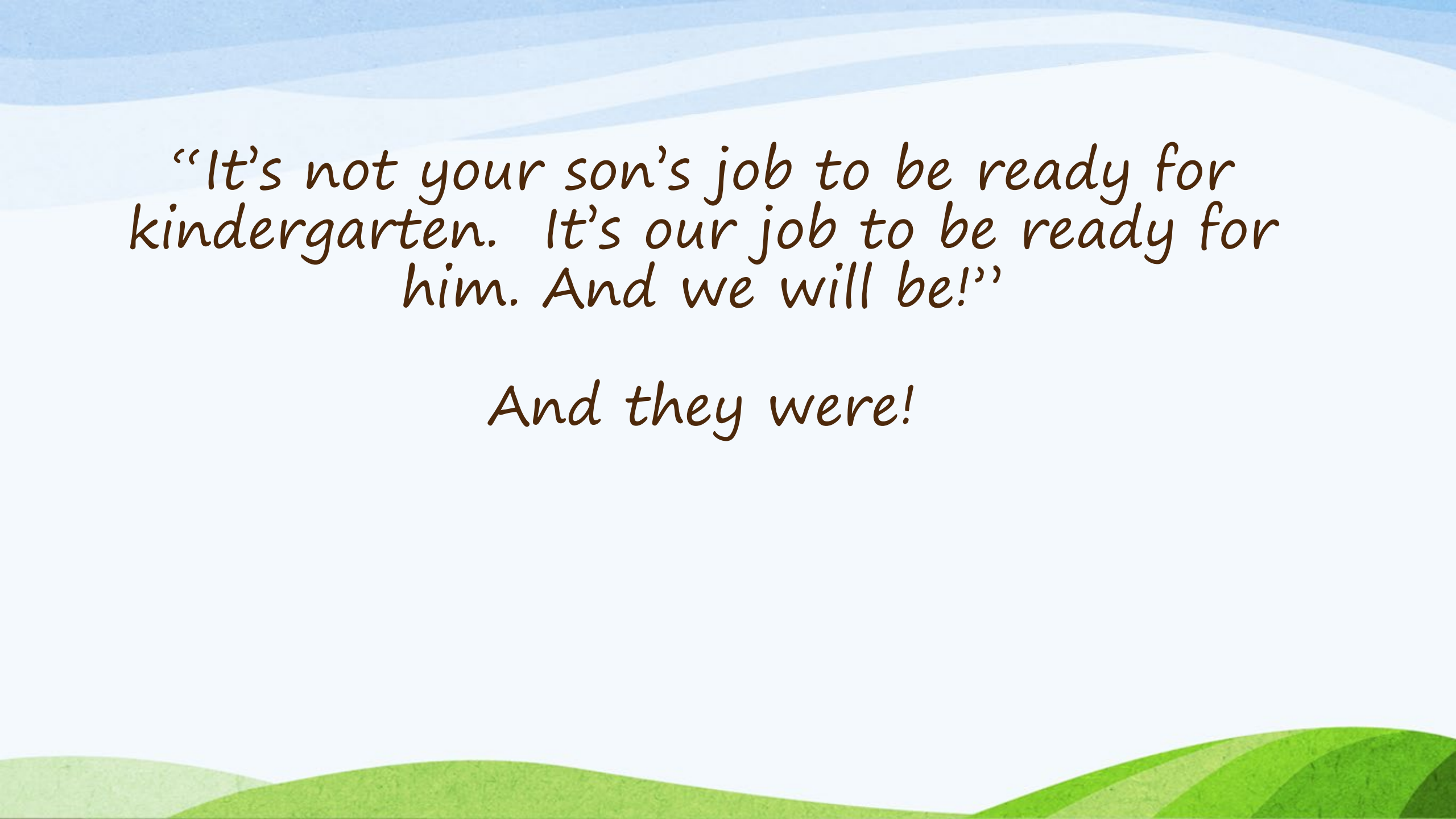
Who is responsible for Extended School Year services prior to the child entering public school?

The regional CDS site remains responsible for those extended school year services which are specified on a child's IEP until the start of the regular school year in which the child is eligible for enrollment in the public school. MUSER VI.2(2)

The background features a soft, abstract landscape with wavy, layered bands of light blue and white at the top, and wavy bands of light and dark green at the bottom, suggesting a sky and rolling hills respectively. The text is centered in a brown, handwritten-style font.

*Personal story about my son's transition to kindergarten*



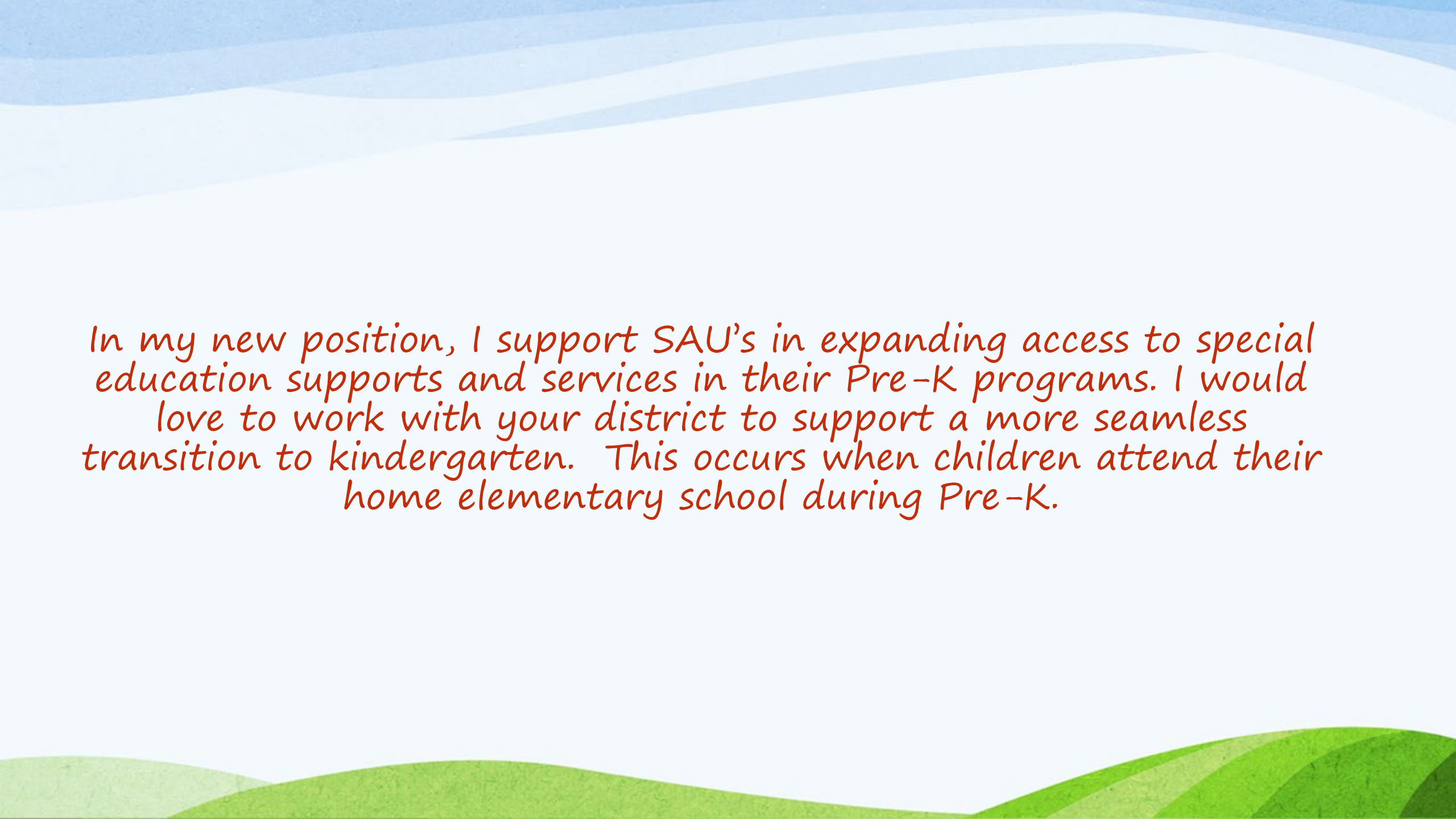


“It’s not your son’s job to be ready for kindergarten. It’s our job to be ready for him. And we will be!”

And they were!





The background features a light blue sky with soft, wavy horizontal bands of varying shades of blue. At the bottom, there are rolling green hills in various shades of green, also with a soft, wavy texture.

*In my new position, I support SAU's in expanding access to special education supports and services in their Pre-K programs. I would love to work with your district to support a more seamless transition to kindergarten. This occurs when children attend their home elementary school during Pre-K.*





*Contact information:  
Lori.Whittemore@maine.gov*

# Questions?



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**Please take a few minutes to  
respond to our survey.**

*Thank  
you!*



# Professional Learning Feedback and Contact Hour Form.

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

\* Required

1

Did the training content meet your expectations? \*

Yes

No

2

Do you feel that your knowledge or skills have improved with this PD? \*

Use the link to complete the form on your computer  
**OR**  
Use the QR code to complete the form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



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Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

\* Required

1

Did the training content meet your expectations? \*

Yes

No

## 2023-24 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/13/23	Resources	<a href="#"><u>Resources Registration Link</u></a>
Wednesday 9/27/23	Transition from CDS to Public School	<a href="#"><u>Transition from CDS to Public School Registration Link</u></a>
Friday 9/29/23	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>
Wednesday 10/11/23	Abbreviated Day	<a href="#"><u>Abbreviated Day Registration Link</u></a>
Tuesday 10/24/23	Fall All District IEP Training	<a href="#"><u>IEP Training Registration Link (10/24/23)</u></a>
Tuesday 10/24/23	Fall All District B-13 Training	<a href="#"><u>B-13 Training Registration Link (10/24/23)</u></a>
Wednesday 10/25/23	Discipline & Manifestation Determination	<a href="#"><u>Discipline &amp; Manifestation Determination Registration Link</u></a>
Friday 10/27/23	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>
Wednesday 11/8/23	Least Restrictive Environment	<a href="#"><u>Least Restrictive Environment Registration Link</u></a>
Wednesday 12/13/23	Orientation and Mobility	<a href="#"><u>Orientation and Mobility Registration Link</u></a>
Wednesday 12/20/23	Compliant Transition Plans	<a href="#"><u>Compliant Transition Plans Registration Link</u></a>
Tuesday 1/9/24	Winter All District B-13 Training	<a href="#"><u>B-13 Training Registration Link (1/9/24)</u></a>
Tuesday 1/9/24	Winter All District IEP Training	<a href="#"><u>IEP Training Registration Link (1/9/24)</u></a>
Wednesday 1/10/24	Advanced Written Notice & Written Notice	<a href="#"><u>Advanced WN and WN Registration Link</u></a>

## 2023-24 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	<a href="#"><u>Present Level of Performance Registration Link</u></a>
Friday 1/26/24	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	<a href="#"><u>Writing Measurable Functional Goals Registration Link</u></a>
Wednesday 2/28/24	Transition from CDS to Public School	<a href="#"><u>Transition from CDS to Public School Registration Link</u></a>
Wednesday 3/13/24	Alignment and DIB1 (Disability Alignment)	<a href="#"><u>Alignment and DIB1 Registration Link</u></a>
Wednesday 3/27/24	Forms – (AE attached to WN)	<a href="#"><u>Forms (AE attached to WN) Registration Link</u></a>
Friday 3/29/24	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>
Wednesday 4/10/24	Special Education Law for General Education Teachers	<a href="#"><u>Special Education Law for General Education Teachers Registration Link</u></a>
Wednesday 4/24/24	IEP Essentials	<a href="#"><u>IEP Essentials Registration Link</u></a>
Friday 4/26/24	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>
Thursday 5/2/24	Spring All District IEP Training	<a href="#"><u>IEP Training Registration Link (5/2/24)</u></a>
Thursday 5/2/24	Spring All District B-13 Training	<a href="#"><u>B-13 Training Registration Link (5/2/24)</u></a>
Wednesday 5/8/24	Consultation/Related Service Goals	<a href="#"><u>Consultation/Related Service Goals Registration Link</u></a>
Wednesday 5/22/24	Data Collection	<a href="#"><u>Data Collection Registration Link</u></a>
Friday 5/24/24	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>



Please consider sharing the links to these PD opportunities with general education teachers:

**Wednesday 10/25/23 - Discipline & Manifestation Determination**

**Wednesday 4/10/24 - Special Education Law for General Education Teachers**

Please consider sharing the links to these PD opportunities with related service providers:

**Wednesday 2/14/24 - Writing Measurable Functional Goals and Avoiding Outcomes**

**Wednesday 5/8/24 - Consultation/Related Service Goals**



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