

A dark silhouette of a person sitting and reading a book, positioned on the left side of the slide. The background is a dark, textured blue-grey.

MAINE DEPARTMENT
OF EDUCATION

Cohort 2 Meeting

May 14, 2025

Presented by: Office of Special Services & Inclusive Education



Registering Students-Engaging Families

- How to engage families during this transition
 - Host a Preschool informational night
 - In person or virtual
 - Learn about the benefits of Preschool
 - Learn about program options
 - Registration Process
 - Contact information
 - Q & A



Registering Students-Tips and Tools



- Distribute Flyers- Multilingual
- Social Media
- Local Media

- Partner with local Pediatrician or Clinic
- Partner with community organizations
- Participate in local events
- Incentives:
 - Books
 - Backpacks
 - Swag
 - Raffle

Registering Students-School Processes

- Look at your registration process:
 - Create easy-to-understand registration guides using visuals, step-by-step instructions, and plain language.
 - Translate materials into the most spoken languages in the community.
 - Include a short video tutorial (with subtitles) on how to register and what documents are needed
 - Assistance for multilingual families





Due Process and Compensatory Education Process

Due process and compensatory services; review. The Child Development Services System is responsible for due process and shall pay 100% of costs for *compensatory services* for children eligible under Part B, section 619 who have been underserved through the Child Development Services System. The Child Development Services System shall conduct a review of the files of children eligible under Part B, section 619 to determine whether legally required special education and related services have been provided. The review must be conducted for children eligible under Part B, section 619 who:

- A. Are entering kindergarten; and
- B. For whom responsibility for a free, appropriate public education is being transferred to the school administrative unit. For eligible children under this paragraph, the review must be conducted prior to the school administrative unit assuming responsibility for child find activities and for ensuring a free, appropriate public education.



Due Process and Compensatory Education Process, cont.

- If legally required special education and related services have not been or have only partially been provided, the Child Development Services System shall schedule an Individualized Education Program meeting to determine the compensatory services that are warranted and to develop a plan to provide necessary compensatory services.

Next Steps

CDS

- Schedule an IEP meeting in September- Early October
- Review compensatory services and develop a plan in collaboration with the SAU to provide services
- Pay for compensatory services

SAU

- Attend IEP meeting
- Develop a plan in collaboration with the SAU to provide services
- Invoice CDS for compensatory services

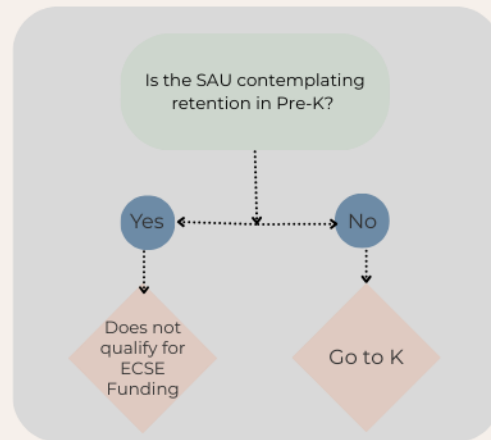
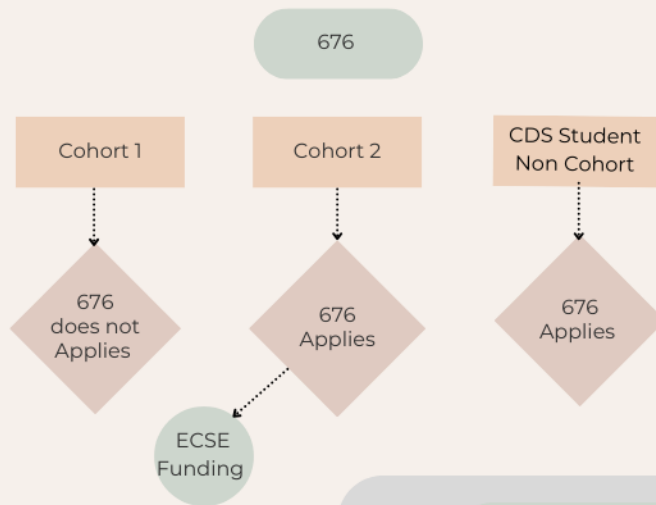


676

676 is specific to students transitioning from CDS to SAU's.

It is for students who turn 5 between July 1 and October 14.

Child must be on the December 1st child count at CDS the previous year.





Serving ECSE students – District Boundary

SAU's **are** responsible for ECSE for children who reside within their SAU boundary.

- Attend the SAU Pre-K programs
- Attend a collaborative program in the SAU community

SAU's **are not** responsible for ECSE when children

- Attend a program out of state
- Attend a program out of the SAU boundary *and* there is programming available in the SAU.



Serving ECSE Students – District Boundary, cont.

For SAU's that do not have programming/ space within their Pre-K programs nor any collaborative programs in the SAU community, the resident SAU would do the following:

There are multiple options:

- Superintendent's agreement with the SAU where student is in a program
- Develop partnerships with the childcare/ preschool program where the child attends
- Provide telehealth in the childcare/preschool program where the child attends
- Offer that the child participate in drop-in services already provided in the SAU
- If the IEP agrees, the child can access services at the service provider location
- Or another solution that is specific to your area

The Department will support the provision of services if there are challenges or questions with these options.



Questions?



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