



MAINE DEPARTMENT
OF EDUCATION

## Office Hours: Transition from CDS to Public School 3/12/2025

The OSSIE Supervision, Monitoring and Support Team



Presented by: Lori Whittemore

### Meet the Supervision, Monitoring and Support Team





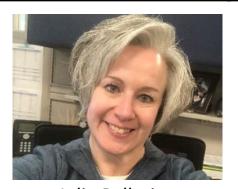
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#### Lori Whittemore, M.Ed. Lori.Whittemore@maine.gov

- Over 35 years of experience supporting young children and their families
- 29 years at CDS. 22 years as a site director, where I participated in hundreds of transition meetings
- · 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 the child's current team is prepared to share the child's present levels, goals and required accommodations and the SAU has reviewed all records and data related to the child and 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 1st 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.

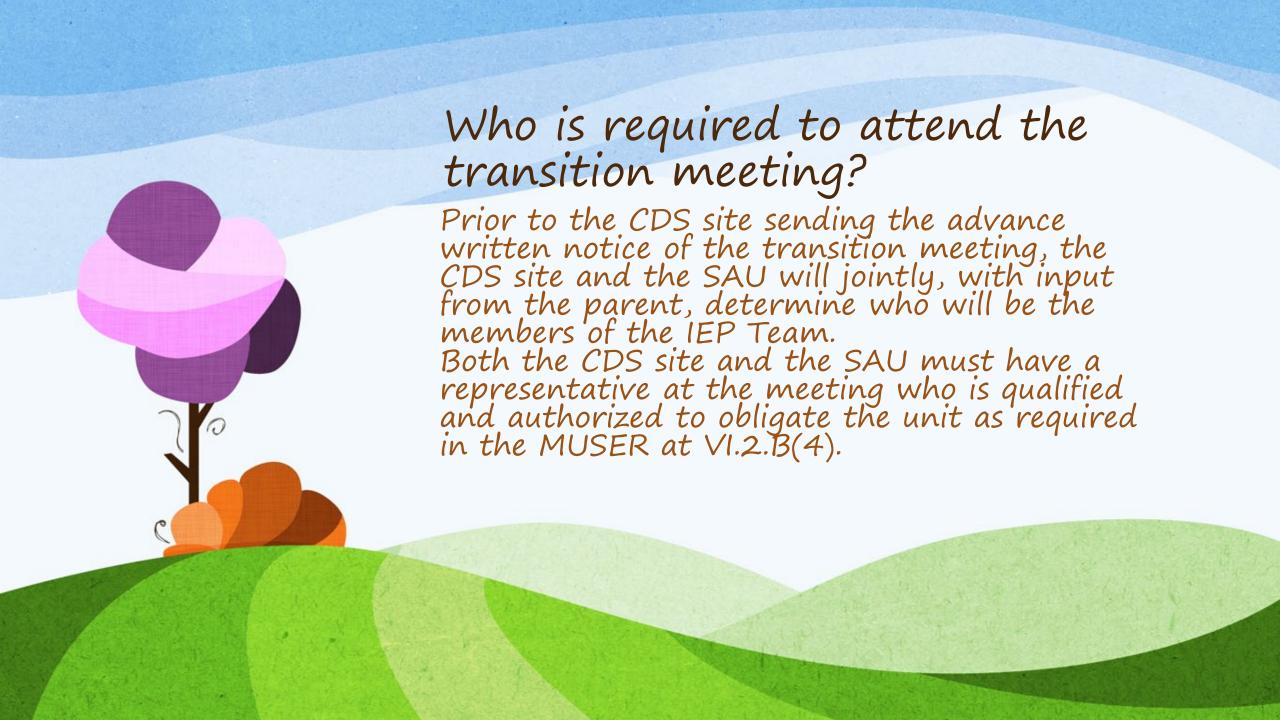
MUSER VI.2.C (2)(c)

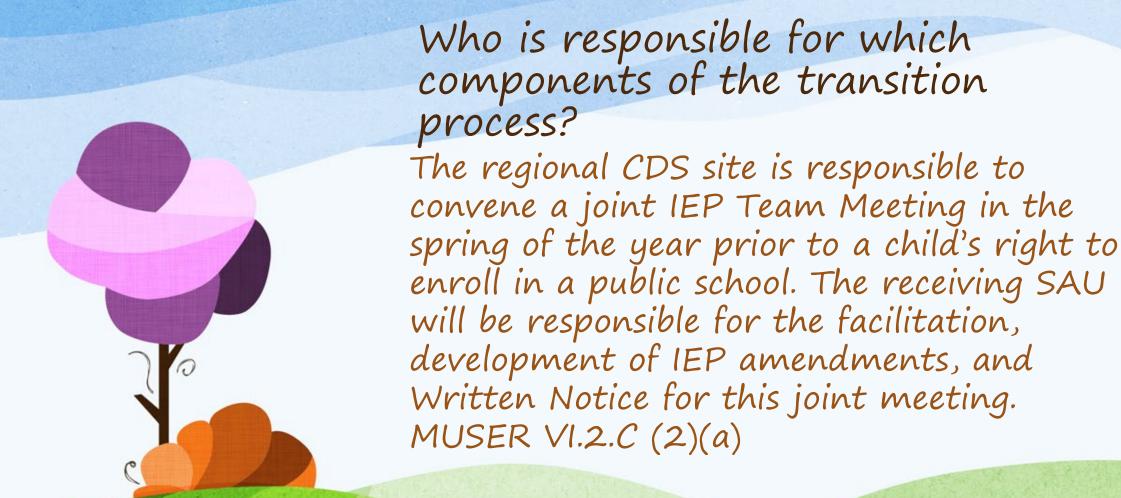


Educational records historically were sent to the receiving district by December. Records included: the current IEP with goals, progress reports and all current evaluations, present levels of performance, and anticipated extended school year services information. All child records are now available online by accessing the CDS data

system (CINC)

The CDS case manager should still provide a list of children who are eligible for K and any additional information requested by the SAU. Children who have more significant needs should be 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.





#### 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.



• 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)

If the public school would like the annual review to occur on the same day as the transition meeting, the meetings can occur consecutively. An advanced written notice (AWN) is required for each meeting.

### 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)

#### Public Law 2023, Chapter 643, Part W

In April of 2024, the Maine Legislature approved a bill that allowed School Administrative Units to provide early childhood special education services to preschool aged children with disabilities, and that all School Administrative Units were to offer these services by July 1st, 2028.

Cohort I began in September, 2024, with seventeen SAU's assuming the responsibility for FAPE for children ages 3-5 years. This was considered the pilot year. Cohort II begins on July 1<sup>st</sup>, 2025, with approximately thirty additional SAU's assuming the responsibility for FAPE.

As SAU's assume the responsibility for FAPE for 3 to 5-year-olds, there will no longer be a need for a transition meeting to public school for Kindergarten. The transition will occur from Part C (birth until age 3) to Part B 619. SAU's will be invited to the Part C transition conference and will be responsible for having an IEP in place by the child's third birthday if the child is eligible for Part B services.

It is very important for SAU's who are committing to join COHORT II, effective 7/1/25, to be invited to all IEP meetings prior that date to ensure a smooth transition to public school oversight.

#### My role in supporting SAU's joining a Cohort:

-School visit to assess classroom needs for furniture and materials needed to support young children with disabilities -Funding and coordination of ordering

-Onsite support of setting up the classroom if requested

and if time allows

-Review of IEP's of upcoming children to discuss staffing needs and accommodations that may be required.

# 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!

# Story about a COHORT I school in Aroostook County

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#### **2024-25 Professional Development Schedule**

<u>DATE</u>	TOPIC/DESCRIPTION	REGISTRATION LINK
Wednesday 9/11/24	Resources	<u>YouTube</u> <u>Slides</u>
Wednesday 9/25/24	IEP Essentials for New Teachers	<u>YouTube</u> <u>Slides</u>
Wednesday 10/9/24	Alignment	<u>YouTube</u> <u>Slides</u>
Tuesday 10/15/24	All District IEP Training	<u>YouTube</u> <u>Slides</u>
Wednesday 10/23/24	Advanced Written Notice and Written Notice	<u>YouTube</u> <u>Slides</u>
Thursday 10/31/24	All District B13 Training	<u>YouTube</u> <u>Slides</u>
Wednesday 11/13/24	Inclusion Presented by: Tracy Whitlock	Recording coming soon
Wednesday 12/11/24	How Community Case Managers Can Help IEP Teams Presented by: KVBH	Recording coming soon

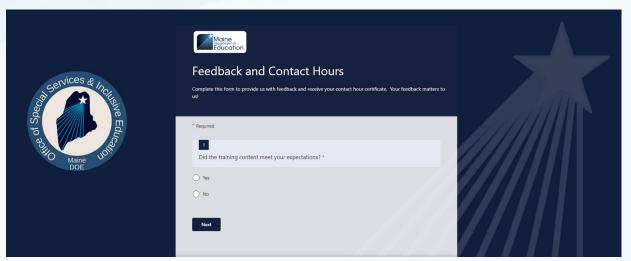


#### 2024-25 Professional Development Schedule (cont.)

<u>DATE</u>	TOPIC/DESCRIPTION	REGISTRATION LINK
Wednesday 1/8/25	Alternate Assessments Guest Speaker: Jodi Bossio-Smith	Recording coming soon
Wednesday 1/22/25	Compliant versus Good IEPs  Developing a Strong IEP Part 1	Recording coming soon
Wednesday 2/12/25	Compliant versus Good IEPs  Developing a Strong IEP Part 2	Recording coming soon
Wednesday 2/26/25	Accommodations and Services	Recording coming soon
<b>Wednesday 3/12/25</b>	Transition from CDS to Public School Guest Speaker: Lori Whittemore	Recording coming soon
Wednesday 3/26/25	Abbreviated Day	Abbreviated Day Registration Link
Wednesday 4/9/25	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	Special Education Law for General Education Teachers Registration Link
Monday 5/12/25	All District B13 Transition Training	All District B13 Transition Training Registration Link (5/12/24)
Wednesday 5/14/25	Forms	Forms Registration Link
Friday 5/28/25	Discipline & Manifestation  Determination	<u>Discipline &amp; Manifestation</u> <u>Determination</u>



#### **Professional Learning Feedback and Contact Hour Form.**



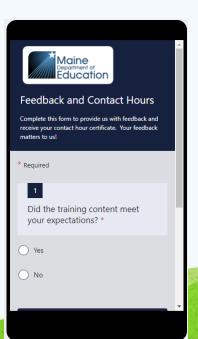
Use the link to complete the form on your computer **OR** 

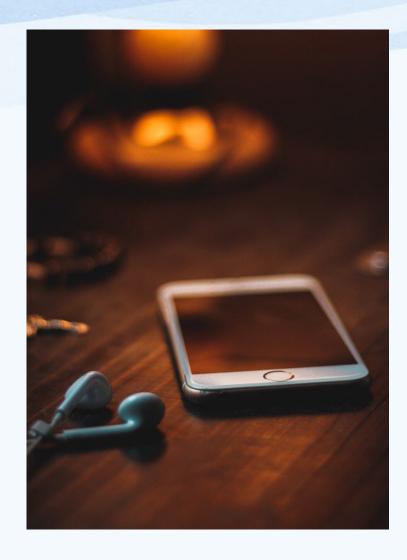
Use the QR code to complete the form on your mobile device

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











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# THANKYOU!

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