

Most Occupations in Special Education in Maine

Administrators

Administrator of Special Education – MDOE certificate 030

Assistant Administrator of Special Education – MDOE certificate 035

Teachers

Teacher of Children with Disabilities – MDOE endorsement 282

Birth to school age 5

Kindergarten through grade 8

Grade 7 through 12

Teacher of blind and visually impaired – MDOE endorsement 291 (K through 12)

Teacher of deaf or hearing impaired – MDOE endorsement 292 (K through 12)

Teacher of severely impaired students – MDOE endorsement 286 (K through 12)

Adapted Physical Education Teacher – MDOE endorsement 515 (K through 12)

Secondary Career and Technical Teacher of Students with Disabilities – MDOE Endorsement (9 through 12)

Specialists

Special Education Consultant – MDOE certificate 079 (K through 12)

Speech and Language Clinician – MDOE certificate 293 (Birth through grade 12)

School Psychologist (Specialist or Doctoral) MDOE certificate 093 (Birth through grade 12)

Career and Technical Education Evaluator – MDOE certificate 094 (9-12)

Educational Technicians

Educational Technician I – MDOE authorization (B-sch age 5) (K-12) (9-12 career and tech)

Educational Technician II – MDOE authorization (B-sch age 5) (K-12) (9-12 career and tech)

Educational Technician III – MDOE authorization (B-sch age 5) (K-12) (9-12 career and tech)

Maine Licensed Professionals

Occupational Therapist (OT)

Assistant Occupational Therapist (COTA)

Speech Language Pathologist (SLP)

Speech Language Pathology Assistant

Physical Therapist (PT)

Physical Therapist Assistant

Interpreter for the Deaf

Cued Speech Transliterator

Social Worker

Psychologist

Psychological Examiner

Counselor

Professional Counselor

Clinical Professional Counselor

Marriage and Family Counselor

Audiologist

Nurse

National Certifications

Certified Assistive Technology Professional (ATP) - Rehabilitation Engineering and Assistive Technology Society of North America

Board Certified Behavior Analyst (BCBA) – Behavioral Analyst Certification Board

Certified Employment Specialist – Association of Community Rehabilitation Educators and Ed Tech III authorization

Orientation and Mobility Specialist – Academy for Certification of Vision Rehabilitation and Education Professionals

Recreation Therapist – National Council for Therapeutic Certification

III. GENERAL EDUCATION INTERVENTION

1. General

By the school year that begins in the fall of 2012 all school administrative units shall develop and implement general education interventions kindergarten to grade 12 that provide each child who is not progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements with different learning experiences or assistance to achieve the standard. The interventions must be specific, timely and based upon ongoing formative assessments that continuously monitor student progress.

The Department recognizes that statewide implementation of general education interventions is supported by a phase in period during which time professional development and technical assistance would be provided by the Department. Therefore, the Department has determined that the general education interventions will be fully implemented by July 1, 2012. In addition, regional CDS staff will work with SAUs located in their jurisdiction to develop general education interventions in the early childhood programs in the public schools.

2. Procedure

While variations in how school administrative units develop and implement general education interventions are expected, all general education interventions must include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C.A. §6368(3)), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;*
- b. A team-based decision-making process;*
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;*
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;*
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;*

- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;*
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;*
- h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;*
- i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated: and*
- j. Provisions for targeted general education interventions to continue during any subsequent special education referral.*

3. Procedural Guidelines

- a. The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during a school administrative unit's established general education intervention process.*
- b. Special education due process procedures may not be used to address parental concerns regarding the successful implementation of these general education interventions, and the failure to use general education interventions may not be used in special education due process proceedings to establish that a school has failed to meet its child find or referral obligations.*

NOTE: School administrative units must ensure that coordinated early intervening services (CEIS) funds are used to provide services only to students who need additional academic and behavioral support, and not to students who currently receive special education and related services.

From the MDOE website:

<http://www.maine.gov/education/data/mainecareseed.htm>

MaineCare Seed/Match Procedures:

The Center for Medicare & Medicaid Services (CMMS) advised MaineCare that the process that Maine had been using in past years could not continue. As a result, the Department of Health and Human Services (DHHS) Office of MaineCare worked with the Department of Education (DOE) to find solutions to some fundamental issues regarding the payment of school based services. These issues have been complex and have required systems changes in both state agencies.

As a result, a new Inter-Governmental Transfer (IGT) approach has been implemented. This new approach eliminates the need for each school administrative unit (SAU) to submit Certified Public Expense (CPE) forms. In addition, this IGT approach will not involve the time study and year-end cost reconciliation procedures previously required by CMMS rules.

MaineCare Seed/Match Procedures for Services Provided by Special Purpose Private Schools (SPPS):

MaineCare will pay 100 percent of the eligible claims submitted by Special Purpose Private Schools (SPPS) to include both the federal portion and the State seed/match portion required for each claim. The DOE will advance to DHHS the seed/match portion that will allow the 100 percent payment for eligible services provided by SPPS. In the case of State Agency Clients (SAC), the seed/match amount has been advanced to DHHS directly from the DOE for appropriation for SAC. The DOE will make quarterly adjustments to subsidy to reflect those advancements to DHHS made on behalf of SAUs. Each SAU will be provided the detail of the MaineCare payments for each service and an opportunity to verify accuracy of the subsidy adjustments.

MaineCare Seed/Match Procedures for Services Provided by Public School Administrative Units (SAUs):

MaineCare will pay 100 percent of the eligible amount for each service provided by the school administrative unit (SAU), and that amount will include both the federal portion and the State seed/match portion for services provided by the SAU. The DOE will advance to DHHS the seed/match portion that will allow the 100 percent payment for eligible services provided by public SAUs. In the case of State Agency Clients (SAC), the seed/match amount has been advanced to DHHS directly from the DOE State appropriation for SAC. The DOE will make quarterly adjustments to

subsidy to reflect those advancements to DHHS made on behalf of SAUs. As with the SPPS procedures, SAUs will be provided the detail of the MaineCare payments for each service and an opportunity to verify accuracy of the subsidy adjustments.

MaineCare Seed Payments deducted from GPA subsidy (a public school expense)

This information is from the MDOE website and an email from Tyler Backus dated 3/6/2017

Year	Private	Public	Total
FY 2018 (so far)	1,631,429.82	1,020,547.21	2,651,977.03
FY 2017	6,652,396.12	3,528,338.72	10,180,734.84
FY 2016			10,540,810.18
FY 2015			10,091,073.83
FY 2014			7,370,048.58

Medicaid Revenues from EPS Special Education Formula (From MEDMS financial)

Year	Revenue Amount
2015/16	7,611,034
2014/15	8,285,577
2013/14	9,209,938
2012/13	7,929,561
2011/12	7,498,036
2010/11	5,837,991
2009/10	27,307,082
2008/09	24,525,638
2007/08	24,953,859
2006/07	20,034,102
2005/06	22,040,508
2004/05	25,296,904
2003/04	21,858,886

