

# Maine Administrators of Services for Children with Disabilities



**MADSEC**

MADSEC is a non-profit membership association for special education administrator

- ▶ Public School
- ▶ Charter Schools
- ▶ Special Purpose Private Schools
- ▶ 60/40 Private Schools
- ▶ Child Development System

# MADSEC Staff

- ▶ Executive Director - Jill Adams

[jadams@madsec.org](mailto:jadams@madsec.org)

Office Phone: 207-626-3380

Cell Phone: 207-650-5201

- ▶ Part-time Administrative Assistant - Pamela Ouellette

# MADSEC Officers

- ▶ President - Deb Murphy, RSU 2 - [dmurphy@kidsrsu.org](mailto:dmurphy@kidsrsu.org)
- ▶ President Elect - Tim O'Connor, RSU 57 - [timothyconnor@rsu57.org](mailto:timothyconnor@rsu57.org)
- ▶ Vice President - Susan Fossett, Winthrop - [sfossett@winthropschools.org](mailto:sfossett@winthropschools.org)
- ▶ Past President - Cheryl Mercier, RSU 18 - [cmercier@rsu18.org](mailto:cmercier@rsu18.org)
- ▶ Secretary - Gay McDonald, RSU 67 - [gmcdonald@rsu67.org](mailto:gmcdonald@rsu67.org)
- ▶ Treasurer - Laurie Lemieux, Renaissance School - [llemieux@covh.org](mailto:llemieux@covh.org)

# MADSEC has 13 Regional Groups across the state.

- ▶ The Board of Directors for MADSEC is made up of a member from each Regional Group. We call this the MADSEC Representative Board. The Board meets monthly.
- ▶ All Officers and Representative Board members are volunteers and the organization could not run without them. They receive no monetary compensation.

# MADSEC Mission Statement

The Maine Administrators of Services for Children with Disabilities (MADSEC) believes in, and advocates for, the right of all students to receive a free and appropriate public education. We provide support to our members, opportunities for professional growth to Maine educators, and leadership in shaping policies and practices which impact the quality of education for children with disabilities.

# Special Education Requirements

## A Little Background

### ▶ Federal

- ▶ 1975 PL 94-42 Education of All Handicapped Children Act
- ▶ Currently, 2004 Individuals with Disabilities Education Act (IDEA)
- ▶ 2006 Regulations for IDEA
- ▶ So Special Education is about 45 years old
- ▶ Guidance from both the US Office of Special Education Programs and the Office of Civil Right

### ▶ State

- ▶ August 25, 2017 Chapter 101 Rules, Maine Unified Special Education Regulations, Birth to 20
- ▶ Guidance for the Maine Department of Education

### ▶ CaseLaw

- ▶ State Level Dispute Resolution and Court Cases across the country.

# March 15, 2020 - The world changed. Covid-19 Struck!

- ▶ What will a Free Appropriate Public Education look like?
- ▶ Documents and webinars became a huge part of our lives. Trying to clarify what this meant for students, family, and staff.
  - ▶ In March we received clear indications that we should prepare to offer FAPE in another form.
  - ▶ Documents arrived from the Office of Civil Rights, the US Department of Education, Office of Special Education Programs and Student Privacy Policy Office. Trying to get clarity was difficult at times.
  - ▶ Schools began to plan for how to service children with disabilities always putting safety of both the children and staff first.



# We are very lucky in Maine.

- ▶ Thank-you to the Maine Department of Education. We were supported and part of the conversations.
  - ▶ We were included in conversations around the reopening of schools.
  - ▶ Educators were provided with Professional Development.
  - ▶ The MDOE had office hours for educators, including special education.
  - ▶ The MDOE Special Services Director has met virtually with all Special Education Administrators across the state weekly and is still continuing.
  - ▶ Meetings were held with School Psychologists and other related service providers.
  - ▶ As Education Associations we have met with the Commissioner and members of her team weekly, in the beginning twice a week.
- ▶ Thank-you to the Maine Parent Federation. They provided updates and information to parents of students with disabilities and invited us to those webinars.

# We starting building the plane while we were flying it.

FERPA compliant platforms for remote learning.

Synchronsis/Asynchronsis learning

Masks - Who has to follow what? Masks for teachers of the deaf? New behavior plans to teach mask wearing. How do we do this with the children who have sensory issues?

Teletherapy for related service providers, speech, OT, PT, Counseling, Etc.

In person, hybrid models, remote learning.

Choice of in person or remote.

New Acronym - IRLP (Individualized Remote Learning Plan) for a quick change

Continual Data Collection and Documentation, so important

Virtual Individual Education Plan (IEP) Team Meetings

Virtual Evaluations (Are they valid and reliable?)

Teaching Behaviors in a remote setting,

# All of this happening while many staff are on their own roller-coaster of Emotion.

- ▶ Communication with parents and other staff working with students. How do we do this?
- ▶ Determining if some students require more in person services than others, equitably.
- ▶ What to do if a child is not making progress?
- ▶ Providing enough and the correct PPE.
- ▶ Provided ESY (Extended School Year Services) over the summer, some remote and some in person.
- ▶ Broadband and devices
- ▶ Assistive Technology for Access
- ▶ Teaching parents
- ▶ Etc. Etc.!

Keeping staff safe and their morale up is so important! We cannot do this job without them. I want to thank all of them, they are amazing.

Has everything been perfect? Certainly not, there have been many bumps in the road. Some the same across the state, some area specific.

Staffing is a major issue every where. Doing both remote and in person is overwhelming. Scheduling can be a nightmare. In special education we have an ongoing staffing shortage that has only increased with the pandemic.

# Compensatory Education Covid Impact Recovery

- ▶ This is what the next step will be for special education.
- ▶ Have we been able to provide a free appropriate education to a child or are we going to have to provide something different or more due to the services that occurred during the pandemic. Did the child make progress and was it enough progress? This is a very simplified version of a very legal issue.
- ▶ Currently, the disputes are beginning in other states.

# Questions? Clarifications?

Contact Information:

Jill Adams, MADSEC Executive Director

[jadams@madsec.org](mailto:jadams@madsec.org)

Office: 207-626-3380

Cell: 207-650-5201 - Please feel free to leave a text message or voicemail. What is a good time to connect/call?