**SPPS DIRECTORS MEETING**

**Date: 2/14/2024 10:00 AM**

**ZOOM recording:**

[https://mainestate.zoom.us/rec/share/Tc9xabUKP2bCXzS8WaBFBAxHt-CItxEjraGWrvgewYqezk8irBceI4MqFJCkN-ZI.zENqLtI5oXNF2us\_](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmainestate.zoom.us%2Frec%2Fshare%2FTc9xabUKP2bCXzS8WaBFBAxHt-CItxEjraGWrvgewYqezk8irBceI4MqFJCkN-ZI.zENqLtI5oXNF2us_&data=05%7C02%7Cgaye.erskine%40maine.gov%7Cc940f56ff9f140f7b64308dc2d7ab523%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638435252249885503%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=5V8uEJD1OWz6C3HGY%2BmAyZHSI02t2Qtx%2B0jgt4tzD5A%3D&reserved=0)

**Passcode:** V#23f&SK



Black represents resilience

Red denotes blood

Yellow is optimism and justice

Green symbolizes rich greenery

Governor Janet Mills urges all Maine citizens to recognize and honor the legacy, contributions, and achievements of African Americans throughout our shared history.

Announcements:

1. DOE:
	* Titus O’Rourke and Leora Byras – At the **Maine Youth Summit for Inclusive Transition Exploration**, our mission is to champion the post-secondary journey of every student with disabilities and their intersectionality, to ensure they encounter the most promising transition exploration opportunities and pathways. We are committed to fostering a culture of inclusivity, where information, guidance, and support converge to secure transitional pathways towards success.

Transition Maine is hosting its inaugural Youth Summit on May 30, 2024, 9:00 AM to 2:00 PM, at CMCC in Auburn. There will be activities exploring a multitude of career options led by industry experts, supported by MDOE OSSIE staff. Students will have the opportunity to choose the activities they participate in, while completing a “Youth Summit Passport”, and identifying interest areas for continued exploration and transition portfolio. Two well respected National speakers will share their messages and journeys of lived experiences to inspire youth in their own path of self-advocacy. Breakfast, lunch, and snacks will be provided. We ask that you fill out this form, <https://docs.google.com/forms/d/1rAdA8BkrmIAvI3UIv99yyAjPef1PP6lby3N4jXqmD5E/edit>

We look forward to seeing you there!

* + **MaineCare in Education Bootcamp**

The Maine Department of Education and DHHS Office of MaineCare Services are pleased to present MaineCare in Education Bootcamp.

**Topics covered will include:**

MaineCare Basic MaineCare Covered Service Reimbursement Opportunities

IEP documentation

Day Treatment Support

Transportation

Interpreter Services

Nursing Services

How to Start Billing MaineCare

SEED

EPS

School health related services

Technical Assistance Opportunities

This workshop is presented in a hybrid format with in person and virtual opportunities on 16th from 10-2pm at the DHHS Building located at 109 Capital Street in Augusta. In person attendance is limited to 40. Light refreshments and coffee will be served. Lunch will be on your own.

To register to attend ***online*** please go to [https://forms.office.com/g/Ts4wBi4Aad](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.office.com%2Fg%2FTs4wBi4Aad&data=05%7C02%7CSarah.Ferguson%40maine.gov%7C11e5d7c0e2d9430a965908dc16c21d34%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638410270178912052%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=vRcMXGWSPebLhzwfsIJ%2Bg9sxqPsRDtkc%2F5UK2pKi4LQ%3D&reserved=0)

To register to attend ***in person*** please go to  [https://forms.office.com/g/3cEuj9UmEr](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.office.com%2Fg%2F3cEuj9UmEr&data=05%7C02%7CSarah.Ferguson%40maine.gov%7C11e5d7c0e2d9430a965908dc16c21d34%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638410270178919399%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ACJSGfekxws723VUP23ut0HCO9g%2F94e3NPqvZvS36gM%3D&reserved=0)

* **Maine DOE’s No-Cost Program to Support Educator Wellbeing and Create Calm and Supporting Learning Environments to Continue** – In the fall of 2023, Maine Department of Education (Maine DOE) partnered with The Regulated Classroom© to support educator wellbeing and student engagement at no cost to Maine educators. Within days the slots were filled and superintendents, school leaders, and educators reached out to inquire about whether additional trainings would be available. The Maine DOE is pleased to announce additional train-the-trainer professional development opportunities. <https://mailchi.mp/maine/cu5lemq6y0-1327384?e=4bb1694fe4>

* **Updates, Guidance, and Resources for the Chapter 33 Rule Governing Physical Restraint and Seclusion**

Dear Champions of Education,

The following guidance is offered by the Maine Department of Education (DOE) relating to updates for the Rule Chapter 33 Governing Restraint and Seclusion in School. The Rule has been updated to align with Maine Statute [20-A MRS §4014](https://stateofmaine.sharepoint.com/sites/MaineDOE/Priority%20Notices%20and%20Admin%20Letters/Chapter%2033%20Rule%20Information%20-%20Revised/Priority%20Notice%20Ch33%20updates.docx?web=1) and became effective on June 16th, 2023. This notice includes guidance and resources related to the Rule. <https://mailchi.mp/maine/cu5lemq6y0-1327304?e=4bb1694fe4>

1. Erin Frazier’s Director of Office of Special Services updates: Monthly Meeting
* Jodi Bossio-Smith, Director of Assessment - Contact Jodi.bossio-smith@maine.gov or 207-530-1462. Technical Assistance across assessments is available upon request. Jodi talked about the Maine Educational Assessments (MEA) which is a bucket of assessments April 4th 3:00-4:30 consisting of the following:

General Assessment

 Maine Through Year (reading and math)

 Maine Science -Trainings-Thursday April 4th

Alternate Assessment – Administration – March 11, 2024 – April 26, 2024

 MSAA (reading and math)

 MSAA Science

National Assessments

 NAEP-Administration-Jan 29, 2024-Marh3, 2024

English Language Proficiency – Administration - Jan 8, 2024, March 3, 2024

ACCESS (general)

Alternate ACCESS (alternate)

* **Jane Armstrong, English for Speakers of Other Languages (ESOL) State Specialist** - Contact jane.armstrong@maine.gov or 207-446-3294. There has been an increase of 1200 multilingual learners throughout the state in the last 6 months. We are currently reporting 7690 Pre-K through 12 multilingual learners in the state of Maine. Jane is looking forward to collaborating with you and engaging families and students. She encourages you to go [https://www.maine.gov/doe/learning/multilinguallearnerand](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.maine.gov%2Fdoe%2Flearning%2Fmultilinguallearnerand&data=05%7C02%7CGaye.Erskine%40maine.gov%7Cb7d87a29f8c64d66b4a308dc1eb81882%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638419025712357673%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=IJiBNYfANaxoTfqY9gGHza%2BhnwOC5o6BEgcERyUeCgo%3D&reserved=0) and sign up for newsletters and to be part of the listserv. Visit the website and review the attachment for additional information and resources.

1. Legislative Updates

**Recent Activity:**

**LD 500** An Act to Improve the Office of the Child Welfare Services Ombudsman PH 1/31/2024 Straight to WS ONTP

**LD 619** An Act to Ensure Coordination of Care for MaineCare Members 1/18/24 WS Voted ONTP

**LD 779** An Act to Create a Separate Department of Child and Family Services 1/11/24 WS held

**LD 1114** An Act to Eliminate the Annual Medical Eligibility Determinations of Need for Families of Children with Disabilities 1/18/24 WS Voted ONTP

**LD 1779** An Act to Develop a Continuum of Care for Youth Involved in the Justice System and to Develop Alternatives for WS 2/14/24 1:30 pm

**LD 2009** An Act to Prevent Abandonment of Children and Adults with Disabilities in Hospitals 1/25/24 Voted OTP-AM

**LD 2120** An Act to Fund the Delivery of Educational Services to Children with Special Needs as Required by State and Federal Law in Special Purpose Private Preschools PH was held on 1/31/24. Link for information: <https://legislature.maine.gov/billtracker/#Paper/2120?legislature=131>

**LD 2166** An Act to Establish a Grant Program to Increase Postsecondary Educational Opportunities for Students with Intellectual or Developmental Disabilities or Autism Spectrum Disorder WS 1/31/2024 referred to Education and Cultural Affairs

PH was held on 1/31/24. Link for information: <https://legislature.maine.gov/billtracker/#Paper/2166?legislature=131>

**LD 2180** Resolve, Regarding Legislative Review of Portions of Chapter 101: Maine Unified Special Education Regulation Birth to Age Twenty-Two, a Major Substantive Rule of the Department of Education PH 2/8/24 Referred to Education and Cultural Affairs

**4. DHHS**

* An exciting opportunity for Maine parents of children with ED/DD and ASD diagnoses! The Maine OCFS has partnered with Attend Behavior to provide one year of the Attend Behavior app to families, free of charge! We are hoping to get the word out to families who are having difficulty receiving services, that the Attend Behavior mobile phone app can provide with them with ABA-based RUBI parenting, in an app form! Please visit the landing page here to learn more! <https://www.attendbehavior.com/maine>

**REMINDER:  CBHS Announces  MATCH 2024 Evidence-Based Practices Training Opportunity** Children’s Behavioral Health Services is excited to offer a no cost clinical training in the Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH) through The Baker Center for Children and Families. The training will be held remotely via Zoom on  March 4-8, 2024 OR May 6-10, 2024 from 9:00am- 4:30pm each day.

Provider Agencies will be eligible to receive payment for time to offset the cost of sending clinicians to training.

For questions, please contact Michelle Cloutier at michelle.m.cloutier@maine.gov.

* **REMINDER:  CBHS Announces 2024 Virtual TF-CBT Training and Consultation Series**As part of its mission to ensure that Maine children are safe, stable, happy, and healthy, Children’s Behavioral Health Services (CBHS) seeks to increase the availability of high-quality, evidence-based behavioral health treatment for children and adolescents. CBHS is pleased to announce this opportunity for clinicians and clinical supervisors licensed to practice in Maine to receive virtual training and consultation in Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) starting March 2024. These opportunities are available to clinicians who provide treatment for children and youth in Maine. CBHS will offer the training and the consultation series at no cost to participants. TF-CBT is for children impacted by trauma and their parents or caregivers. A components-based treatment model, it incorporates psychoeducation, affect regulation techniques, cognitive-behavioral techniques, coping skill development, reprocessing of traumatic memories, and family therapy. <https://content.govdelivery.com/accounts/MEHHS/bulletins/388fe63>
* **Children’s Behavioral Health Services (CBHS) is pleased to offer a no cost Multidimensional Family Therapy (MDFT) training and consultation**. CBHS facilitates the provision of evidence-based services for the benefit of Maine children, youth, and families.  MDFT is a modality supporting youth with behavioral health and substance use challenges supported under the development of Certified Behavioral Health Clinics.  MDFT will be offered to up to six (6) agencies with teams of supervisors and clinicians serving youth up to age 21. <https://content.govdelivery.com/accounts/MEHHS/bulletins/387c92d>
1. Drummond Woodsum’s The Decades Top 10 Case Rulings in Special Education *Cases 1 –5 – postponed ensuring time to discuss recent hot topics in SPPS.*

In January, Mary provided a summary of the countdown of the decades top ten case rulings (cases 6 –10) in special education, which includes highlighting the special education topics covered, basic information and lessons learned from each case. For more specific information regarding the factual background of each case and the specifics of the appeals processes observed, please refer to the official documents of each court case listed below. Due to the lengthy agenda today, this legal review may be partially completed with the remainder covered in next month's meeting.

* Change of Placement – one case
* Child Find in Referral – two cases
* Compensatory Services/Compensatory Education - two cases
* Eligibility - two cases, one SLD, one ED
* Evaluation Duty - one case
* Expedited Hearings – one case
* Extended School Year Services - one case
* FAPE/Delivery of FAPE/FAPE during COVID – six cases
* FBA - two cases
* Graduation - one case
* IEP Predetermination- one case
* Inadequate Achievement in Reading Fluency - one case
* LRE – two cases
* Manifestation Determinations – two cases, one during referral)
* Need for Special Education - one case
* Parent Obstructionism one case
* Placement one case
* Reading Methodology - one case
* Reimbursement of Costs/Reimbursement of Private Placement – two cases
* School Refusal
* Social Maladjustment
* Stay Put – two cases
* Staff Shortages - one case
* Substantial Likelihood of Injury - one case
* Transition Programming - one case

10. *Disability Rights Maine v. Portland Public Schools, No. 21. 040CS. (Me. DOE 4/15/21 and 6/9/21)*

9. *Jane Doe v. Regional School unit. No. 21, 2012 WL 7653507. (July 31, 2012), aff’d, 2013 WL 793755 (D. Me. 2013), upholding 111. LRP 8484 (SEA Me. 11/17/2010).*

8. *Falmouth School Department. v. Mr. And Mrs. Doe, 44 F. 4th 23 (1st Cir. Aug 9, 2022).*

7. *Mr. And Mrs. Doe v. Cape Elizabeth School Department, 832. F. 3d 69 (1st Cir. 2016).*

6. KC et al. v. *Regional School unit. No. 73, 616 F. Supp.3d 63. (D. Me. 2022).*

5. *Regional School unit. No. 4. 114 LRP 10846 (SEA Me. 11/05/2013).*

4. *Mr. And Mrs. Doe o/b/o Jane Doe v. Cape Elizabeth Sch. Dept., 382. F. Supp. 3d83 (D. Me. 2019).*

3. *C.D. v. Public School District, 924. F.3d 621 (1st Cir. 2019).*

2. *Parents v. Wells-Ogunquit Consolidated School District, No. 20.081C (Me. DOE 6/17/20), and Parents v. Wells-Ogunquit Consolidated School District, No. 20.082C (Me. DOE 6/18/20)*

1. *Parents v. Sanford School Department, N0. 23.067H (DOE Me. Oct. 27, 2023*

1. DOE Calendars:.
* **NEO DC&R calendar** <https://neo.maine.gov/DOE/neo/DCAR/Calendar>
* **Maine Department of Education Event Calendar**

<https://www.maine.gov/doe/calendar>

1. Transition to Standards Based Grading:
* Next meeting 2/15 @ 9:00. Email Audra Cole or Paula Perkins
1. Recent SPPS inquiry topics/clarification:
* In reviewing desk audits, many school descriptions say that the school is licensed by DOE. DOE does not license; DOE approves schools. Please be sure your materials reflect DOE “school approval” and DHHS licensure in the respective desk audit elements.
* Reporting to CDC reverted to pre-pandemic guidance; outbreaks for any illness fall under the same metric. In January 2022, the definition of outbreak for COVID-19 was updated for schools: In pre-K-12 schools, an outbreak of COVID-19 will now be defined as greater than or equal to 15% absenteeism among students or staff in a single day, where the majority of those absent are due to COVID-19 illness.
* Please be certain to have and follow your protocols for employees with COVID. August 2022 [CDC's Isolation and Exposure Guidance](https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html)
* Records access and retention – When receiving written permission, SPPS may share documents generated by the SPPS. All documents created by the SAU, are for the SAU to share, with written permission. The SAU keeps the student’s cumulative folder. Maintaining school records requirements are in Title 20-A.
* Progress Reporting and Transcript Analysis – SPPSs report the grade to the SAU and the student. The SAU manages the transcript analysis, and the HS Principal issues graduation credits.
* IEP amendments/Change of Program – A change of program (shortened days, or shortened weeks) may not happen without an IEP team meeting. Abbreviated school day programs are determined based on the student’s educational or medical needs; not the SAU, SPPS, or provider’s needs – see MUSER below.

MUSER VI. 2.

*L. Abbreviated school day*

*An abbreviated school day can be initiated only by the IEP Team for one of two reasons: 1) based upon the child’s individual educational needs or 2) based upon the child’s individual medical needs.*

*It is the full expectation that children eligible under this Chapter will attend school the equivalent amount of time per day as children without disabilities in the same school and/or school program. These provisions do not apply to a change in placement under Section XVII,* Discipline of Children with Disabilities *in the regulation. An abbreviated school day for more than 10 days is considered to be a “change in placement” and can be made only by the IEP Team.*

1. Promising Practices:
2. Questions and Comments from and for SPPS group:
* What are the SPPS requirements for reporting in NEO?
* What do SPPSs do for school lunch? Some contract with SAUs.
1. Upcoming PD options:
* **NEW OSERS Expect, Engage, Empower Symposium Series -** The Individuals with Disabilities Education Act (IDEA) and the Workforce Innovation and Opportunity Act (WIOA) are intended to improve outcomes for individuals with disabilities.

General and special education teachers, related service providers, administrators, and vocational rehabilitation specialists can all support high expectations, engagement, and empowerment by building their collective capacity. Join us as we look beyond the requirements of IDEA and WIOA to maximize the experiences and opportunities for children, youth and young adults with disabilities and their families.

February 28, 1:00 PM ET

<https://air-org.zoomgov.com/webinar/register/WN_1b92wYSGQ-6KRl4OgzpjfQ#/registration>

* **NEW MDOE - Webinar: Asking the Right Questions** - The “Asking the Right Questions” webinar will review methods and resources focused on the art of framing questions for the best possible student growth. The webinar will offer practical classroom methods and approaches for all grades–from pre-K to high school–that are supported by current research and instructor experiences. It will also include a host of useful resources readily available for teacher use, and end with a Q&A session where participants can explore concepts further, offer their own experiences, and exchange ideas.

When: Thursday, February 29, 04:00 PM – 05:00 PM

Additional Info: Continuing Education credits will be offered.

<https://mainedoenews.net/2024/02/05/webinar-asking-the-right-questions/>

* **NEW Research to Practice Spotlight Series Session 2: Literacy Recommendations From the Preparing Young Children for School Practice Guide** - February 27 at 2pm Eastern

NCSI is pleased to present the second session in our Research to Practice Spotlight Series. This session will focus on building the foundational literacy skills of early learners, including those who may benefit from additional support. We will review the evidence-based language and literacy recommendations (5–7) in the What Works Clearinghouse practice guide Preparing Young Children for School, show relevant examples of early childhood program curricula and activities, and facilitate discussions on ways SEAs and LEAs can support educators to implement recommendations with diverse learners in varied contexts. Future sessions will address other recommendations from this guide. Join our guest presenter, Jill Pentimonti, PhD. (University of Notre Dame, Practice Guide Panel member), with Laura Berry Kuchle, PhD. (NCSI), and Lauren Artzi, PhD. (NCSI), on February 27 from 2 p.m. to 3 p.m. ET. Registration for Session 2 of the Research to Practice webinar series is free. <https://wested.zoom.us/meeting/register/tJYrdumhqTMiH9ylytutSLERHSWkdbaArX1C#/registration>

1. Resource Topics:
* **Webinars on Apprenticeship & Pre-Apprenticeship**

**Amanda Muller | Apprenticeship Navigator**

Bureau of Rehabilitation Services

Maine Department of Labor

865 U.S. Rte 2

Wilton, ME 04294

Phone: (207) 217-0158

Email: Amanda.Muller@maine.gov

What is Apprenticeship/Pre-Apprenticeship?

[https://www.youtube.com/watch?v=l5De-4HWKh8](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dl5De-4HWKh8&data=05%7C02%7CSarah.Ferguson%40maine.gov%7C3cc73658624f45b1598208dc1b66c263%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638415375695724074%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=AZpqE9Ln7U9fJnm4Z1JiEHfyc0TKzTMtzBlPMr0be7s%3D&reserved=0)

Associated General Contractors:

[https://www.youtube.com/watch?v=o3NfxXYFeWc](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Do3NfxXYFeWc&data=05%7C02%7CSarah.Ferguson%40maine.gov%7C3cc73658624f45b1598208dc1b66c263%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638415375695732696%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Ao52oJ3ApVb0s1GZ2w3I8biiPOeXSoD1Y4Ss1TgFm%2F8%3D&reserved=0)

MaineHealth:

[https://www.youtube.com/watch?v=JlyNZEbhCG0](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DJlyNZEbhCG0&data=05%7C02%7CSarah.Ferguson%40maine.gov%7C3cc73658624f45b1598208dc1b66c263%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638415375695739378%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=sk0Ykg9XUZbnshVF6qDEyqyj2PFdrlxeuJDUSwh1Xu4%3D&reserved=0)

* **Assistive Technology Devices and Services for Children With Disabilities Under the IDEA**

The Office of Educational Technology and the Office of Special Education Programs are pleased to share the below guidance in support of children with disabilities who need assistive technology (AT) devices and services for meaningful access and engagement in education.

***Dear Colleague Letter***

A [***Dear Colleague Letter***](https://sites.ed.gov/idea/files/DCL-on-Myths-and-Facts-Surrounding-Assistive-Technology-Devices-01-22-2024.pdf) on the provision of assistive technology devices and services for children with disabilities under the Individuals with Disabilities Education Act (IDEA).

[***AT Myths and Facts***](https://sites.ed.gov/idea/files/Myths-and-Facts-Surrounding-Assistive-Technology-Devices-01-22-2024.pdf)

[***Myths and Facts Surrounding Assistive Technology Devices and Services***](https://sites.ed.gov/idea/files/Myths-and-Facts-Surrounding-Assistive-Technology-Devices-01-22-2024.pdf) is designed to increase understanding of the IDEA’s AT requirements, dispel common misconceptions regarding AT, and provide examples of the use of AT devices and services for children with disabilities and to highlight the different requirements under Part C and Part B of IDEA.

[https://sites.ed.gov/idea/idea-files/at-guidance/](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.ed.gov%2Fidea%2Fidea-files%2Fat-guidance%2F&data=05%7C02%7CSarah.Ferguson%40maine.gov%7C70aef3a5ed82498fcd6908dc1c0f65df%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638416099663896795%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2BwPAPBjLTZjqbE5Oz6amn%2FO%2BGSQvKzt3lTj%2B%2FPfKpBk%3D&reserved=0)

* **3 Ways to Be a Thermostat, Not a Thermometer** Edutopia 1/24/24 Lainie Rowell

Through their actions, students and teachers can help regulate the temperature at their schools, improving the climate for everyone. <https://www.edutopia.org/article/3-ways-improve-school-climate>

* **CEC: How Educators Can Help Students with Intellectual Disability to Think College** ~based at the Institute for Community Inclusion UMASS Boston

The webinar recording is now available to view on Vimeo. Students with intellectual disability want to go to college - and they can! But they can’t get there alone. They need educators who understand what skills are necessary to make it happen and will support them to achieve their goals. Think College created the “Think Higher. Think College.” public awareness campaign to inform and educate teachers, school administrators, support professionals, college staff and faculty, families, and students themselves that college is an option for students with intellectual disability. The public awareness campaign includes new tools to make the process easy to understand and doable. Join us for this free webinar to learn about the current picture of inclusive higher education in the US, hear from college students with intellectual disability from around the country, and learn from a panel of experienced educators how we can “Think Higher. Think College.” To view the video: <https://exceptionalchildren.org/events/how-educators-can-help-students-intellectual-disability-think-college>

* **Using Tech to Facilitate Difficult Classroom Conversations** Edutopia 1/30/24

Technology can enable middle and high school students to contribute more freely to discussions on challenging topics and events. <https://www.edutopia.org/article/using-tech-have-difficult-classroom-conversations>

* **Helping Young Kids Manage Productive Struggle** Edutopia 1/1/24 Andrew Broyga

Deep thinking and focus are dispositions that need to be cultivated and then sustained over the course of academic careers. And while students should also experience plenty of confidence-building activities in class, there is a growing body of research that suggests that when kids are given the latitude and the time to grapple with challenging tasks, they encode conceptual understanding more deeply and tend to perform better when asked to transfer knowledge. How do we provide these tools to elementary children? This interesting and informative article will enlighten you!

[**https://www.edutopia.org/article/helping-young-kids-manage-productive-struggle**](https://www.edutopia.org/article/helping-young-kids-manage-productive-struggle)

* **How Are Multilingual Children Referred for Special Education Evaluation?** We interviewed Burr about a new WestEd report that examines how California State Preschool Program practitioners decide to refer multilingual three and four year old children for special education evaluation. This pre-referral process is part of Child Find, which under federal law requires states to identify, locate, and evaluate all children who may be eligible for special education and related services. The interview has been lightly edited for length and clarity. <https://www.newamerica.org/education-policy/edcentral/how-are-multilingual-children-referred-for-special-education-evaluation/>

**New Items in the Padlet:**

Thermostat or Thermometer? ~Edutopia

Think Higher. Think College!

Helping Kids Manage Productive Struggle ~Edutopia

 <https://padlet.com/gayeerskine/resources-for-sppss-6ip20lenh9odtu15>

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