

Murphy, Elias

From: Easler, Allison <Allison.Easler@maine.gov>
Sent: Monday, March 21, 2022 3:16 PM
To: EDU
Subject: CDS-Testimony Alli Easler

This message originates from outside the Maine Legislature.

Hi there!

My name is Alli Easler and I am a resident of Sabattus, Maine and work for Child Development Services: Androscoggin and Kennebec county. I would like to send this email stating that I stand against the testimony. I could write many reasonings stating why I am against this but I feel strongly that the earlier a struggling child receives support and intervention, the bigger the impact it will have on their future, especially entering the public school setting. This would effect so many programs, early childhood special education services and it would effect our young children tremendously. Early intervention helps young children work towards meeting their developmental milestones, and I stand with Child Development Services and giving our children of Maine the proper special education services they deserve.

Best,
Alli Easler

Alli Easler
Child Development Services-First Step
5 Gendron Drive,
Lewiston, ME 04240
(207) 212-1121

Murphy, Elias

From: Amy Magnuson <amagnuson@falmouthschools.org>
Sent: Monday, March 21, 2022 3:17 PM
To: EDU
Subject: No to DOE proposal

This message originates from outside the Maine Legislature.

Good afternoon -

I am writing to you regarding the DOE's proposal to transition special ed services to local districts. As a teacher in the public school system, I readily understand the strain public schools are already under with teachers leaving the profession, classrooms quickly becoming overwhelming for teachers to deal with, etc. I also fully understand the impact of early education intervention on long-term success for our students. Please let me tell you our story.

We have 4 children. Our 3rd child, adopted and non-white, had a horrible experience in our local (school based) daycare. We were at a loss on how to help our child and at 2 years old, we were told she was beyond help at the school based daycare. We found Children's Odyssey and they had our child promptly evaluated by CDS. Every part of CDS, from the evaluation to the services she received, was incredibly impactful to her and our family. A diagnosis was quickly discovered and all her services were given to her at her preschool. Even during the pandemic, they ensured she was receiving services much needed to further her development. I cannot begin to tell you the change that happened in this child; she was a completely different kid from the one that the public school preschool teachers had. A place like Children's Odyssey is able to provide these services through CDS; the thought of a local SAU trying to add to their workload will most certainly result in children like ours falling through the cracks. My second child, who has the same diagnosis as my daughter, did not receive CDS services at a young age and we are now, all these years later, still trying to make up for it. Often the kids with autism, or severe developmental disorders are caught early; however, those kids that have emotional struggles (like anxiety) are pushed aside because they don't meet a criteria for being "bad enough" . Do you understand the importance of catching these kids early and teaching them strategies to help them be successful?

My daughter is now in kindergarten and thriving. Without those services given to her regularly and quickly, I don't know that she would be as well off as she is. The truth is pushing this off to the local districts will automatically create a "triage list" of kids - those with huge needs will be seen and kids with lesser needs, like my daughter (and my son) will be ignored. I've seen how the public school deals with special education students and there is a lot of red tape to get kids with emotional issues IEPs. This is a tragedy for all the students who will go undiagnosed at a young age, thus ensuring the districts will be overwhelmed with more severe IEPs down the road as the students' needs were not met early enough.

The DOE's current proposal is incomplete and will hurt kids and families. Please do NOT adopt the DOE legislation. Please slow down the process of transitioning special education services from CDS to School Administrative Units. Ask the DOE to go back to work and provide a funding mechanism and a budget, as well as guidance to address school readiness, community partnerships, and collaboration with stakeholders.

Thank you
Amy Magnuson
4 Spoodrift Rd.
Falmouth

amagnuson@falmouthschools.org

--

Amy Magnuson
Biology Teacher
Falmouth High School

Murphy, Elias

From: Burwood, Kristen M <Kristen.M.Burwood@maine.gov>
Sent: Monday, March 21, 2022 12:46 PM
To: EDU
Subject: CDS Testimony - Kristen Burwood

This message originates from outside the Maine Legislature.

Kristen Burwood
CDS Two Rivers
Against the draft legislation

CDS has been providing critical supports and services to children between the ages of birth-5 years for many, many years. We are able to provide necessary support to families whose children we serve. The foundation of CDS is strong, and will necessary improvements, can be a system that works extremely well for the population of children we serve. Moving 619 services to the public schools is not a wise decision. Public schools may receive funding the short term to take over these services, however, in the long run they will face the same plight we have for years: Not enough service providers to serve all of the children. We see this first hand now in the public schools who are unable to contract with CDS to provide services, like Speech Therapy or Occupational Therapy, because they cannot find providers to provide services to the children they are already responsible for. We also do not have universal pre-k in the State of Maine, which means public pre-k is not a program offered to every 4 year old. The public schools are not equipped to handle our 3-5 year old's. Building space is another issue that will take plenty of funding to fix. Some schools do not have any room in their current buildings to create more spaces to use for these children. CDS does good work for these families and if given the proper supports and funding, we can continue to do our jobs well and serve all the children who need to be served. CDS services should not be moved to the public schools, but instead build on the foundation of what CDS truly is, which is providing critical services and supports to our 3 to 5 year old's and their families, and especially in their natural environments. The state of Maine should use the money that is proposed for this transition to improve and upgrade CDS, so that we may continue to serve our families for years to come.

Kristen Burwood, M. Ed.
IEP Team Administrator/Intake Coordinator
Child Development Services Two Rivers
250 State Street
Brewer, ME 04412
(207) 570-7306
(207) 990-4819 FAX
Kristen.m.burwood@maine.gov

CONFIDENTIALITY NOTICE: This electronic message transmission contains information which may be confidential or privileged. The information is intended to be for the use of the individual or entity named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this information is prohibited. If you have received this electronic transmission in error, please notify me by telephone (947-8493 Ext 14635) or by electronic mail. Thank you.

Murphy, Elias

From: Laurie Pace <lpace9296@gmail.com>
Sent: Monday, March 21, 2022 11:44 AM
To: EDU; Lawrence, Mark

This message originates from outside the Maine Legislature.

"Please slow down the process of transitioning early childhood special education services from the CDS system to School Administrative Units. The Department of Education's current proposal is incomplete and will hurt kids and families, so please vote against it. Ask DOE to go back to work and provide a funding mechanism and a budget, as well as more guidance to SAU's on how to accomplish the task of identifying and educating 3-5 year olds with special needs. Thank you"

*Laurie Pace, M.Ed. - Kittery, Maine
Case Manager for children with developmental disabilities 0-21 years*

Murphy, Elias

From: Leigh Broughan <Leigh.Broughan@ucpofmaine.org>
Sent: Monday, March 21, 2022 10:35 AM
To: EDU; Dill, James; Osher, Laurie
Subject: Please vote NO to DOE proposed transition of 3-5 year olds to SAU oversight

This message originates from outside the Maine Legislature.

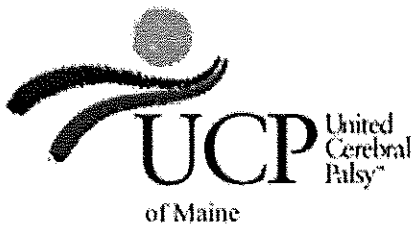
Hello,

I am writing from my home in Orono, and I work with preschool-age children with special needs in the greater Bangor area. I am writing to ask that you please do NOT adopt this legislation and that you help to slow down the process of transitioning special education services from CDS to School Administrative Units. The DOE's current proposal is incomplete and will be detrimental to these kids and their families due to its lack of sufficient planning. So please vote against it—ask DOE to go back to work and provide a funding mechanism and a budget, as well as guidance to address school readiness, community partnerships, and collaboration with stakeholders.

Thank you!

Leigh Broughan, MA, BCBA

UCP of Maine
700 Mt. Hope Avenue, Suite 320
Bangor, ME 04401
Phone: 207-941-2952 ext. 292
Fax: 207-941-2955
www.ucpofmaine.org



Murphy, Elias

From: easler98@gmail.com
Sent: Monday, March 21, 2022 3:03 PM
To: EDU
Subject: CDS-testimony

This message originates from outside the Maine Legislature.

Hi,
My name is Mariah Easler and I reside in Sabattus, Maine. I teach at a private Pre-K program in Yarmouth, Maine and I am against the testimony for Child Development Services. Without these services I feel some of my students would not be successful when it comes to social emotional support, academic support and so many other educational needs. This also prepares many of my students for their transition into the public school setting. I do not stand for this.
Sincerely,
Mariah

Murphy, Elias

From: Michelle Hathaway <michelle.hathaway@jfmh.org>
Sent: Monday, March 21, 2022 12:51 PM
To: EDU

This message originates from outside the Maine Legislature.

Good Afternoon.

As a long time provider of services to children with special education needs, I am writing this letter in support of DOE's proposal to shift Special Education Services/Coordination of Services to the Public School Systems. Although the transition will require tremendous effort and collaboration between providers and Districts, this is in the best interest of Maine's youngest children. Unfortunately, we have seen a great deal of administrative cost, wasted allocation of moneys and inappropriate service provision to children through CDS. Grossly underfunded, yet not advocates for their needs, CDS slashed services to children despite Federal and State mandates. There have been a series of lawsuits against CDS- for violation of State and Federal law. CDS has had ample opportunity to "fix" its many flaws and systemic issues- and to date, is in disarray. As a provider, I have advocated and BEGGED for reform to CDS for years- and met with various CDS State Directors ad nauseum- without any positive change. It is a system that is not salvageable. The State carries great liability for these children until such time that CDS is eradicated.

Public schools will be taxed with this change, initially. At the same time, School districts have vested interest in long-term outcomes of children with disabilities. These children are worthy of the investment of early intervention and the SAU's will reap the benefits, long term, of appropriate intervention being provided. I support the DOE in its pursuit of this, even with its newly revised timelines.

Michelle Hathaway

Murphy, Elias

From: Stephanie Nicoson <sanicoson@gmail.com>
Sent: Monday, March 21, 2022 8:44 AM
To: Chipman, Benjamin
Cc: EDU
Subject: Proposed DOE Legislation Action

This message originates from outside the Maine Legislature.

Dear Senator Chipman,

My name is Stephanie Nicoson and I live in Portland. I am writing in regards to the DOE's proposed legislation ending the CDS's oversight of a Free and Appropriate Public Education (FAPE). I work for a non-profit ensuring early childhood success and am personally passionate about our community providing the best support possible for kids to get a strong start.

Please slow down the process of transitioning early childhood special education services from the CDS system to School Administrative Units. The current proposal is incomplete and does not provide protection for child care programs, Head Starts, and other community programs serving children with developmental disabilities to continue to be part of the special education system.

Thank you for ensuring our voices are heard,
Stephanie

Murphy, Elias

From: Stephanie Nicoson <sanicoson@gmail.com>
Sent: Monday, March 21, 2022 8:44 AM
To: Zager, Sam
Cc: EDU
Subject: Proposed DOE Legislation Action

This message originates from outside the Maine Legislature.

Dear Representative Zager,

My name is Stephanie Nicoson and I live in district 41 in Portland. I am writing in regards to the DOE's proposed legislation ending the CDS's oversight of a Free and Appropriate Public Education (FAPE). I work for a non-profit ensuring early childhood success and am personally passionate about our community providing the best support possible for kids to get a strong start.

Please slow down the process of transitioning early childhood special education services from the CDS system to School Administrative Units. The current proposal is incomplete and does not provide protection for child care programs, Head Starts, and other community programs serving children with developmental disabilities to continue to be part of the special education system.

Thank you for ensuring our voices are heard,
Stephanie